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JOURNAL

NOVEMBER, 1961

Catholic School Journal



the turning point in the teaching of typing



You are looking at the IBM SELECTRIC Typewriter, newest addition to the IBM typewriter line. The unusual object above it is its typing element. No bigger than a golf ball, this single element makes possible the fastest, easiest way to teach typing, brings new economy to modern teaching methods.

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Builds confidence! In many other ways the IBM SELECTRIC helps improve typing speed and technique, makes even beginning

students more proficient. For example, a unique storage system actually remembers—when necessary—one character while another is being printed, paces it out at a measured rate to level "typing flurries," improve typing rhythm.

Conversion to other typewriters, incidentally, is accomplished in just minutes, because the SELECTRIC keyboard arrangement is essentially the same despite the many other features that make the SELECTRIC so different.

Minimum downtime! The IBM SELECTRIC is remarkably rugged. With a single typing element instead of multiple typebars, and a stationary paper carrier, maintenance requirements are kept at a minimum.

Moderate cost! We urge you to have the moderately priced IBM SELECTRIC shown in your school soon. We think you will agree that this newest development from IBM research is an important milestone in classroom progress. **IBM**

A NEW KIND OF TYPEWRITER...A NEW WAY TO WRITE!

This is the year to experiment with programed learning

A Message from TMI-GROLIER to Teachers and School Administrators

Educators and school administrators are generally agreed today that programed learning is certain to be broadly adopted in the nation's schools in the coming years.

The basic questions no longer concern the *merits* of programed learning, but, rather, the best *methods and materials* for introduction in the specific circumstances of each school system.

And this is a matter which each school system must establish for itself. There is much data and experience available, and many types of materials. Not only must these be objectively evaluated under classroom conditions, but educators will want to resolve such questions as: Should programs be used with—or without—machines? . . . Should programs be used by all students in a class? by advanced students only? by the least advanced? . . . What should be done with students who finish a program in less than the normally allotted time? . . . Should teaching machines and programed courses be substituted for conventional methods of instruction? to reinforce them? to supplement them?

By familiarizing themselves now with the theory of programed learning, experimenting with ways of using machines and programs in the classroom, and methods of fitting programed courses into the curriculum, educators will make it possible for subsequent adoption to be accomplished with a minimum of uncertainty and disruption.

TMI-GROLIER Materials Incorporate Findings of School Research

Many of the questions that will naturally occur to educators have already been broadly investigated by TMI-GROLIER programing and field testing facilities. Our materials now incorporate innovations and improvements suggested by both our cooperative research activities with several of the country's leading school systems, and by information derived from the independent experimentation of hundreds of individual schools. For example, we find that regional differences and high rate of change in some of the sciences make it preferable, for the present, to program elements of certain subjects, rather than curriculum years. We believe that multiplication and division, fractions, addition and subtraction, for example, should be programed independently, rather than as second, third, or fourth grade arithmetic. Treated as modular curriculum units, these programs can be easily adapted to a wide range of teaching situations.

In addition to improvements made in the basic programs through school evaluations, TMI-GROLIER will shortly be marketing a new version of its basic MIN-MAX Teaching Machine—the Mark II—which will incorporate design features that schools have told us are essential, e.g., automatic paper feed and re-usable programs. Our programing facilities in Albuquerque, New Mexico, (Teaching Machines, Inc.) operate under the

personal supervision of men who are acknowledged leaders and pioneers in the field. TMI-GROLIER's current programs provide a wide range of subjects chosen to indicate the rich possibilities of the new medium. Thirteen basic courses in programed learning have been completed and thoroughly tested.* Eventually TMI-GROLIER programs will include virtually every subject in the elementary and secondary school curricula.

A Challenge—And Opportunity— For The Coming Year

The experiments which schools are now conducting, and will conduct in the coming months, are helping to prepare the way for one of the most important advances in the history of education. Enlightened educators recognize that the process is a lengthy and complex one and that to defer experimentation now may result in undesirable lags later when broad adoption is generally indicated.

TMI-GROLIER is eager to assist in programs of controlled experimentation by schools during the coming year, and to facilitate—in every possible way—the sharing of meaningful classroom experiences.

To that end, we are developing a wide variety of materials. If you would like to be placed on our mailing list to receive them, write to us under your school letterhead. Our educational consultants and field representatives are prepared to offer invaluable advice and assistance. In addition, we are constantly publishing literature on various aspects of programed learning and its implications to teaching and teachers. Write for a list of these publications to Dept. 80.

*These tested TMI-GROLIER programs are available in quantity for immediate delivery:

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COVER PHOTO: Students at Alverno College Experimental School, Milwaukee, Wis., preparing a Thanksgiving Day project. Photo by Jim Conklin.

Editorials



WILLIAM H. CONLEY, Ph.D.
Editor

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Our Part in American Education Week

THE FIRST full week in November is regularly designated as American Education Week. Sponsored by the National Education Association, the Congress of Parents and Teachers, the American Legion, and the U. S. Office of Education, the week attempts to call attention to the public schools of the nation. This year the theme for the week is "Your Schools: Time for a Progress Report."

Participation by Catholic schools in American Education Week has not been widespread. The National Catholic Educational Association has made efforts to enlist our schools in suitable celebrations but local communities have not reacted with the same enthusiasm to Catholic programs as to those in the public schools.

Catholic schools are an important part of American education. We have been properly concerned with their continuous improvement and have kept pace with our public schools. We have not always been equally effective in communicating to the areas in which our schools are located the quality of our institutions. This year is an appropriate year for all of our schools to make a progress report to our communities and to the nation.

Recent debates about federal aid to education and citizen reaction indicate that we are facing a major task in public relations. If the public schools are making a progress report during American Education Week, why should not the Catholic schools devote the school year to progress reports on our achievements, our quality, and the contribution our schools have made and are making to the communities in which they are located?

Better Understanding of Catholic Schools

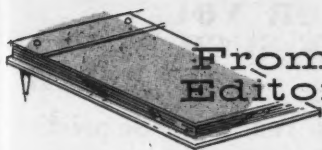
Better understanding on the part of our neighbors that our schools are not inferior will bring about a more favorable climate for their general acceptance. Realization that they are not divisive but that they offer a plus in education which publicly controlled schools cannot provide will be the basis for a better appreciation of the Catholic school. Knowledge that the schools which are privately supported make a significant contribution financially as well as educationally and socially to the community should establish a respect for the schools and the Catholic citizens who support them.

School administrators utilizing the aid of parent groups and home and school associations should plan for activities adapted to their localities which will report the progress of Catholic schools. Programs planned specifically for the community which deal with a community problem will indicate that the Catholic school is an integral part of community life. Open-house programs which display the work of the school and some of the activities in operation will demonstrate the quality of the work which goes on regularly.

The parent groups working with teachers can assist in establishing relations with similar groups in public schools and can sponsor joint programs. The concern of a community for the education of its children is a common ground in which seeds of goodwill can be sowed. Understanding of the role of the Catholic school and the role of the public school, the necessity of each, and the mutual support needed for each should be the aim of the parent groups.

Too frequently we make reports on our schools only to ourselves. We are satisfied with the growth and achievements which are going on. But the Catholic school is performing a public function as well as a function for parents and Church. We have a responsibility to inform the public that the service is being well performed. Through regular publicity in the mass media we owe it to our schools to report their developments and activities. Not just for a week nor for a given period but as a continuing effort we must provide a true picture to the public of the Catholic school in action.

—W. H. C.



From the Editor's Notebook

MR. RIBICOFF LECTURES EDUCATORS

At the annual meeting of the American Council on Education held in Washington, D. C., October 5 and 6, the Secretary of Health, Education, and Welfare, Abraham Ribicoff, scolded the presidents and deans of American colleges and universities because they had not given sufficient support to the administration bill for federal support to education. Mr. Ribicoff was so upset because the bill, which he calls a "good bill," failed to become law that he openly declared "I don't think the people of this country really care about education." He then attacked the college administrators present saying, "I don't think you really care about education."

It was a strong speech for a man who has recently come into the position of national importance in American education. It was a shock to those men and women who have devoted their lives to education to be told they don't care about it.

Mr. Ribicoff decided the bill was a

"good bill." In his judgment this made it such. If the secretary had investigated, he would have found that many American citizens and educators felt it was not a good bill. Many felt that need for general aid had not been proved. Others felt that the basic bill providing assistance for teacher's salaries and buildings for public schools only was discriminatory. Others are just opposed to federal aid.

Mr. Ribicoff promised that he would conduct a campaign to gain support for the total educational aid program and would fight to get Congressional approval as soon as possible. Those who discern the basic difficulties in the bill, those who insist on essential changes in any federal support legislation, and those who are opposed in principle to federal aid in any form have been forewarned by a high official of the administration that the issue is not dead. They should plan their strategy of opposition now and decide on alternative proposals which may be acceptable.

SOCIAL SCIENCE TEACHING REFORM

A first major reform in the teaching of social sciences was proposed in October in the report of a task force of leading economists. The group which prepared it was headed by Dr. George L. Bach, dean of the graduate school of Industrial Administration of the Carnegie Institute of Technology. The report which is entitled "Economic Education in the Schools" is being mailed to key persons and associations. It states there are critical weaknesses in the teaching of economics, that textbooks are mainly descriptive and lacking in analysis, and that many teaching aids have propaganda intent. Schools are urged to provide more time for economics and to provide an effective course in it rather than the trivial material frequently presented.

The group also released a listing of

satisfactory "Study Materials for Economic Education in the Schools." The list is being sent to 25,000 high schools. A free package of useful pamphlets and books is also going forward to many high schools.

The work of the committee is deserving of serious study by high school curriculum committees and teachers of social science. It is the first breakthrough in the traditional procedures in teaching a social science in high school. Its effect should be comparable to that now being experienced in science and in mathematics.

The report, which is sold for \$1, and the list which costs 50 cents are both available from the Committee for Economic Development, 711 Fifth Avenue, New York 22, N. Y.

WHAT KILLED FEDERAL AID

Writing in the *Texas Register*, G. J. Gustafson says that "Who killed federal aid? is simply a foolish question when one knows *what* killed federal aid." He quotes Roger Freeman of Claremont College who has observed that Congress has consistently defeated over-all school aid plans since 1870, and that the latest defeat was because federal aid to education is unnecessary.

Mr. Freeman in a letter to the *Saturday Review* said that we should stop looking for villains and start looking for reasons. He called attention to the fact that the national convention of representatives of America's school boards, in May, 1961, voted overwhelmingly to oppose expansion of federal aid to education.

PHYSICAL FITNESS

The President of the United States has called for renewed emphasis on the physical fitness of American youth. This is an appropriate time for principals and teachers to evaluate the programs of physical education and athletics in our Catholic schools. An examination of school conscience may well include answers to the following questions:

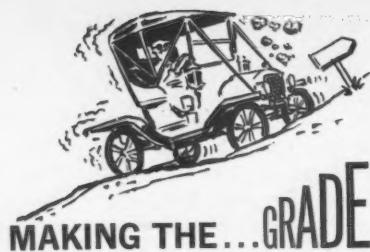
Are adequate resources provided for physical education for *all* students?

Is there an intramural program for all students who are interested in competitive sports with their friends? Such a program requires the availability of equipment, of field or gym, and adequate adult supervision.

Is the interschool program of athletics the major concern of the institution in the area of physical fitness? Are resources limited to providing for the small minority who make the team?

The questions apply to elementary schools as well as to high schools. Growing emphasis on competition among the lower schools may require special consideration by their principals. The first concern should be the physical development of all students. Then only should interschool athletics be provided, and when offered they should be under the rigid control of the elementary school principal.

DON'T MISS a new CSJ feature, **N.C.E.A. News Notes** on page 33. It will appear periodically to report on significant activities of the National Catholic Educational Assn.



THE OTHER DAY I was researching a feature on that industrious animal, the beaver, for JUNIOR CATHOLIC MESSENGER. I came upon a story which seems to have a message for editors like me, and perhaps for teachers like you. It seems that a bevy of beavers (if that's the right collective) was trying to build a dam. Again and again they gnawed down some saplings, pushed them into place, and began applying the dirt fill. Again and again the current washed everything away. Finally they went off to see a more experienced beaver who agreed to take charge. Under his direction the dam was soon completed... We're all a little like the beavers, aren't we? No matter how long we've been doing what we've been doing, there's always something new to learn, someone to learn from, and a better way of doing things... This is why I periodically ask myself, "Is there room for improvement?" As I'm sure you've noticed if you've been a JUNIOR subscriber these past few years, we always answer 'yes.' Then we go ahead and make the improvements that seem called for. Last year, for example, we added four new supplements. This year we have five such supplements. And have you noticed the other big change this year? Many of you have, I know, because you've written to tell me you liked it. Yes, JUNIOR's format and typography have been redesigned, making for a much more attractive, modern appearance, and easier reading. And do you like the art we've been using? One of our artists, Frank Huffman, now lives in one of the most picturesque parts of England. Maybe this accounts for the freshness and airiness of the drawings he sends us.

Well, I certainly hope you will enjoy using JUNIOR this year and that your fourth-, fifth-, and sixth-grade readers will profit greatly from it. For those of you not yet using JUNIOR, may we send you sample copies? Write to: Geo. A. Pflaum, Publisher, Inc., Dept. 10, 38 West Fifth Street, Dayton 2, Ohio.

EDITOR
JUNIOR CATHOLIC MESSENGER

News

AD MULTOS ANNOS

★ SISTER LUCILDA, S.S.P.S., celebrated the 25th anniversary of her religious profession at Convent of the Holy Spirit in Techny, Ill.

★ FATHER JAMES J. GILBRIDE, S.M., celebrated the 25th anniversary of his profession in the Society of Mary, on September 10, at Bedford, Ohio.

★ SISTER M. PACHOMIA, C.S.B., celebrated her silver anniversary at Reading, Pa. She has taught at schools throughout Pennsylvania.

★ SISTER M. PAULINE, O.P., observed her diamond jubilee as a Dominican Sister of Mission San Jose, on August 15, at San Jose, Calif.

★ FATHER GEORGE H. DUNNE, S.J., celebrated his silver jubilee, September 16. He has been stationed in Rome for the past two years doing research at the Vatican Library for an historical book. He will return to Georgetown University for a special assignment.

★ SISTER ROSAIRE, S.S.P.S., celebrated her silver jubilee of religious profession as a Holy Spirit Missionary Sister. A teacher for twenty-three of her twenty-five years of her religious life, she has had experience in the north, south, and eastern parts of the U. S. A. Her present assignment is at Arkansas.

★ REV. FRANCIS XAVIER EXLER, O.PRAEM., observed the 50th anniversary of his profession in the Norbertine Order, August 28, at DePere, Wis. He has been the pastor of St. Willibrord church for 20 years, and also part-time teacher at St. Norbert's seminary for the past two years.

★ SISTER M. CONSILII, O.P., celebrated the 25th anniversary of her religious profession on September 3, at Albany, N. Y. She has been actively engaged in teaching and lay retreat work since 1936. Her last mission before coming to Albany was in Cuba.

★ REV. VINCENT ENDRIUNAS, S.D.B., celebrated his silver anniversary in the priesthood on August 6, at Cedar Lake, Ind. He has devoted most of his priestly years to youth here and in Europe. He was ordained in 1936 at Rome. His first assignment took him to other parts of Italy, then to his native Lithuania and later to Germany. He came to the United States in 1951 as a teacher in high schools for boys. Presently he is administrator of St. Dominic Savio Juniorate and Camp Salsesian, both at Cedar Lake.

★ SISTER M. ADELAIDE, O.S.F., celebrated her diamond jubilee as a School Sister of St. Francis. Although she is retired from her teaching career she still is active and serves as superior of Villa Marie, Kenosha, Wis.

★ FATHER THOMAS CLEMENS, S.M., celebrated the 25th anniversary of his profession as a member of the Society of

(Continued on page 9)

FOR YOU OF SUCH LITTLE FAITH

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this 'missage' is meant.

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to confuse the student. No gadgets or unnecessary extras! No discipline hazards! All this is made possible by American engineering. In school or out, there's no electric typewriter more efficient than the new Smith-Corona Compact 200—yet it costs just about the same as a manual!

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NEWS

(Continued from page 6)

Mary on September 10. At present he is stationed at San Francisco, Calif. Following his ordination he spent nine years as a missionary in New Guinea. Prior to his present appointment he served in Hawaii.

★ **SISTERS M. PETRA and M. PAULA, S.S.N.D.**, twin nuns, observed their golden jubilee on August 28. Sister M. Petra is a retired teacher at Mt. Calvary, Wis. Sister M. Paula teaches at Menasha, Wis.

★ **ARCHBISHOP JOHN J. KROL** offered solemn pontifical Mass on August 22, at Mater Misericordiae Convent, Merion, Pa., marking the 100th anniversary of the arrival of the Sisters of Mercy in the Archdiocese of Philadelphia.

★ **REV. SYLVESTER P. JERGENS, S.M.**, observed the golden anniversary of his profession of vows as a Brother of Mary on August 20, at Dubuque, Iowa. Following World War II, Father Juergens was elected superior general of the Society of Mary, the only American to attain that office. From 1946 to 1956 he was stationed at the Society's headquarters in Rome. He has written and translated a number of books and is presently stationed at Chaminade College at Clayton, Mo.

★ **SISTER M. BENEDICT WALLOCH, R.S.M.**, celebrated the diamond jubilee of her religious profession at Little Rock, Ark. She was professed in 1901 and went to Hot Springs on her first assignment. She has spent her religious life mostly in the missions of Arkansas.

★ **REV. JAMES KILROY, S.J.**, of Boston College, observed his 50th anniversary of ordination on July 31, at Boston, Mass. He was first provincial of the New England Province of the Society, serving it from 1924-42; in that office, he also completed Weston College and its chapel of the Holy Spirit.

★ **FATHER SAMUEL J. ROBB, S.J.**, retreat master at the Baltimore Archdiocesan Retreat House, marked the sixtieth anniversary of his entrance into the Society of Jesus. He has served in administrative capacities, taught in college and high school, done parish work in city and rural parishes, and has given numerous retreats and missions.

★ **SISTER M. THOMASINE, O.P.**, celebrated the 75th anniversary of her reception of the habit of St. Dominic. The celebrant was prominent in Manhattan having spent 43 years as teacher or principal.

★ **FATHER LAWRENCE W. MONHEIM, S.M.**, celebrated the silver jubilee of his ordination on September 3, at Pittsburgh, Pa. He now teaches at the University of Dayton in Ohio.

★ **FATHER HUBERT LORENZ, O.F.M.**, commemorated his 50th anniversary as a Franciscan priest, September 4, at Southfield, Mich. Since 1930 he has been at Duns Scotus College where he taught science and Hebrew until ill health forced him to give up the work.

(Continued on page 10)

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NEWS

(Continued from page 9)

★ **SISTER M. of ST. DOMITILLA, R.G.S.**, and **SISTER M. of ST. ANTHONY, R.G.S.**, entered the novitiate of the Sisters of the Good Shepherd in 1909, and observed the 50th jubilee of their religious vows, recited together in 1911, on September 12, at Indianapolis, Ind.

★ **REV. JOHN H. COLLINS, S.J.**, celebrated his 50th anniversary as a Jesuit on September 21, at Pomfret, Conn. He has served as a teacher or administrator in many Jesuit institutions of New England. He is the author of many spiritual works.

★ **REV. HUGH C. DONAVON, S.J.**, associate professor of theology at the Uni-

versity of Santa Clara (California), observed his 50th anniversary as a Jesuit, on September 23. Father Donavon, 68 years old, a native of San Francisco, has been teaching at Santa Clara for 35 years.

HONORS AND APPOINTMENTS

New Dean at University

REV. ALBERT B. HAKIM, chairman of the philosophy department at Seton Hall University since 1960, has been named dean of the university's college of arts and sciences. He succeeds **DR. CHARLES J. O'NEIL**.

President of St. John's University

FATHER EDWARD J. BURKE, C.M., has been named president of St. John's University, Jamaica, N. Y. He succeeds **FATHER**

JOHN A. FLYNN, C.M., who will continue as a member of the Eastern Provincial Council of the Vincentian Community.

N. Y. Priest to Fill Rome Post

FATHER JAMES F. CHAMBERS, assistant pastor of St. Mark's parish at Buffalo, N. Y., and assistant director of the annual Catholic Charities appeal, was appointed vice-rector of Rome's North American College, conducted for U. S. priests and seminarians studying in Rome.

New President

REV. JOHN P. LEARY, S.J., has been appointed president of Gonzaga university at Spokane, Wash. He has been academic vice-president and dean of the graduate school since 1958.

Franciscan Medal Awarded

GEORGE K. HUNTON, interracial leader and cofounder of the Catholic Interracial Council movement, was awarded the 1961 St. Francis Peace Medal by the Third Order of St. Francis in North America. The Peace Medal is being awarded to him "in recognition of his outstanding work in the interracial apostolate." He was instrumental in founding the first Catholic Interracial Council along with **REV. JOHN LA FARGE, S.J.**

Selected Head of Marygrove College

SISTER M. EMIL, S.S.M.I., first executive secretary of the Sister Formation Conference, has been named president of Marygrove College at Detroit, Mich.

Named College Head

REV. FRANCIS W. KEARNEY, O.F.M., head of the house of studies of St. Francis College, Rye Beach, N. Y., since 1953, has been named the 14th president of St. Bonaventure University at St. Bonaventure, N. Y. The new president is 49 and was ordained in 1938. He formerly taught philosophy at St. Bonaventure.

Named College President

SISTER M. EDWARD HEALY, C.S.J., will take office as president of St. Catherine's college, at St. Paul, Minn. Former dean of women and chairman of the sociology department at the college, the 53-year-old Sister is a native of Montrose, S. Dak. She succeeds **SISTER M. WILLIAM BRADY, C.S.J.**

College President

MOTHER ST. JOHN O'BRIEN, O.S.U., has been appointed president of the College of New Rochelle. A former superior of the Ursuline Nuns at the college, Mother St. John has been a professor of mathematics and director of Students at New Rochelle, in N. Y.

Receives Tertiary Award

FATHER ALPHONSE S. POPEK of Milwaukee was given the 1961 Tertiary Achievement Award for outstanding work for the Third Order of St. Francis at the Third Order of St. Francis Youth Congress, St. Bonaventure, N. Y., at St. Bonaventure University.

New President

REV. BRUCE VAWTER, C.M., professor of Sacred Scripture at St. Thomas seminary, Denver, has been named president of the Catholic Biblical Association of America. He is the author of several books on Scripture.

(Continued on page 14)

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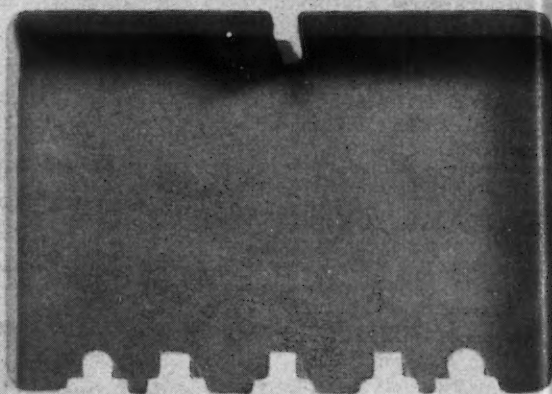
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NEWS

(Continued from page 10)

Named College Head

FATHER FREDERICK J. McMAHON has been named acting president of St. Ambrose's College at Davenport, Iowa. He was ordained in 1940 and has been a member of the college staff since then. For the past year he has been vice-president of the college.

President at Mt. Mercy

SISTER M. AGNES HENNESSEY, R.S.M., has been appointed president of Mount Mercy college, Cedar Rapids, Iowa. She succeeds SISTER M. ILDEPHONSE HOLLAND, R.S.M.

New Prioress of Dominicans

MOTHER M. DOMINIC ENGELHARD, a graduate of Sacred Heart Academy, Los Angeles, was elected prioress general of the Congregation of the Queen of the Holy Rosary. For the past 12 years she has been general school supervisor of her community. She holds a Ph.D. degree from the Catholic University of America.

REQUIESCANT IN PACE

● SISTER M. COLUMBANUS MINIHANE, O.P., died, August 17, at Dubuque, Iowa. She was in the 71st year of her religious profession. She taught for nine years at Sinsinawa, Wis.

● SISTER ALICE CLARE, I.H.M., died, August 25, at Detroit, Mich. She had been a member of the Sisters, Servants of the Immaculate Heart of Mary for 47 years. She held administrative positions since 1930. In 1954, she was elected to the

Order's general council and held that post until 1960.

● BROTHER EPHREM CLEMENTIAN, F.S.C., died, August 25, at Philadelphia. Brother Clementian had been a member of the Brothers of the Christian Schools for 46 years, with his most recent assignment being as professor of English and theology at LaSalle College.

● SISTER AGNES GENEVIEVE, S.P., died, August 26, at St. Mary-of-the-Woods, Ind. Born in Chicago, Ill., she entered the religious life in 1914.

● REV. JOSEPH F. X. COSENZA, S.J., professor of mathematics died, August 2, at Washington, D. C., at the age of 37. He was ordained in 1953.

● REV. ALOYSIUS MAHNS, O.S.B., died, September 8, at the age of 75, at Newark, N. J.

● SISTER M. PLACIDE, B.V.M., died, August 3, at Chicago, Ill. Sister Placide spent the first years of her mission life in Butte and in Missoula, Mont. For nine years she was associated with Chicago parochial schools.

● BROTHER GODWIN JOHN, F.S.C., died, August 21, at Washington, D. C. He taught Latin in a number of schools throughout the country, his last assignment being at Pittsburgh, Pa.

● SISTER M. CORDA, B.V.M., died, September 11, at Dubuque, Iowa. She entered the novitiate in 1915. Appointed first to Mount Carmel Academy, Kansas, she later was assigned to Clarke college, Dubuque, where she remained until she became a patient in the infirmary in 1958.

● MOTHER M. DOMINIC, R.S.M., former mother general of the Sisters of Mercy for 18 years, died, August 26, at the age of 84. She served her community as bursar and general councilor for 15 years.

● SISTER JOHN BERTHMANS, O.P., died, August 21, at the age of 60. She was formerly secretary at Aquinas College, and taught from 1926 to 1928 in Michigan. She retired from teaching in 1949 and began work at Aquinas.

● SISTER M. ADELAIDE, I.H.M., a member of the community for 65 years, died, August 16, at Monroe, Mich. She taught for 44 years and retired in 1940.

● SISTER M. REGINA FITZMAURICE, the oldest member of the Sisters of Charity of Seton Hill, died, August 20, at Pittsburgh, Pa. In 1881 she entered the Sisters of Charity. After completing her novitiate Sister spent a quarter of a century teaching in the parochial schools of the Pittsburgh diocese. Her last assignment was the superiorship at Roselia Foundling and Maternity Hospital.

● SISTER M. FREDERIC, B.V.M., a member of the Congregation of the Sisters of Charity for 58 years died, August 12, at Dubuque, Iowa.

● MOTHER ALOYSIE FITZPATRICK, mother general of the St. Mary of the Springs congregation of the Sisters of the Third Order of St. Dominic, died, July 31, at Columbus, Ohio. A native of Columbus, Mother Aloysie joined the community in 1913 and had headed it since 1953.

● SISTER M. AQUILINA WOOD, O.S.F., died, August 12, at Worthington, Iowa. A high school teacher and principal, she taught in Iowa parochial schools.

● SISTER CONSTANCE RYAN, C.S.J., died at St. Paul, Minn. She was 89 and the first Sister to enroll at the University of Minnesota. After earning her degree in pharmacy at the university Sister Constance served as a pharmacist for 54 years.

● SISTER M. DE LELLIS LITZ, O.S.F., died, August 13, at Pittsburgh, Pa. Her entire religious life was spent teaching in the schools of the Pittsburgh and the Altoona-Johnstown diocese.

● MOTHER M. GERALDINE UPHAM, C.H.M., died, September 9, at Davenport, Iowa. She was the foundress of two Catholic colleges, Marycrest College and Ottumwa Heights College. From 1927 to 1939 she was superior general of the Sisters of the Humility of Mary.

● SISTER LORETTA MARIE, O.P., died, September 7, in the 41st year of her religious profession at Oakland, Calif. She served her community as a teacher and superior in Michigan, Illinois, and California.

● SISTER M. MILDRED, 61, died, August 20, at Dayton, Ohio. A Sister of Charity for 43 years, she had spent most of her career as a high school teacher, her last assignment having been at Springfield, Ohio.

● SISTER PAUL, S.P., died, August 16, at St. Mary-of-the-Woods, Ind. A native of Indianapolis, she entered the convent in 1941. During her career she taught in the grammar schools.

● SISTER MARIE MONICA, I.H.M., a member of the community for 49 years, died, August 12, at Monroe, Mich. A teacher in the Detroit Public Schools before beginning her religious life, she

(Continued on page 18)



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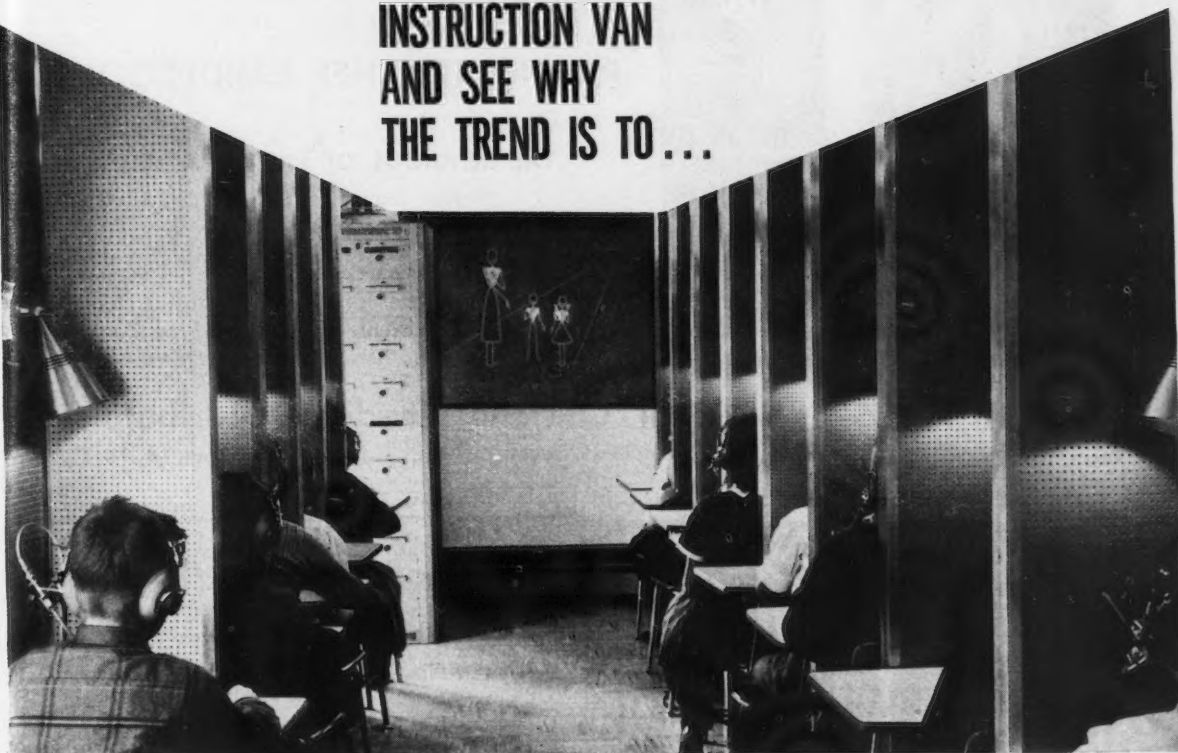


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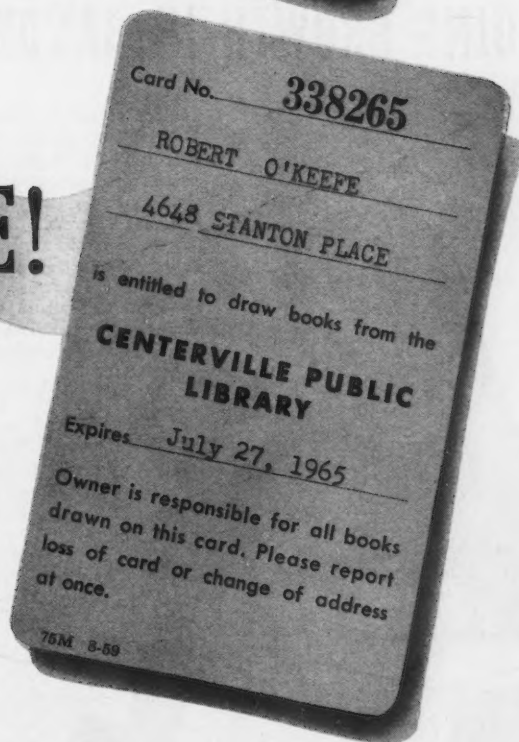
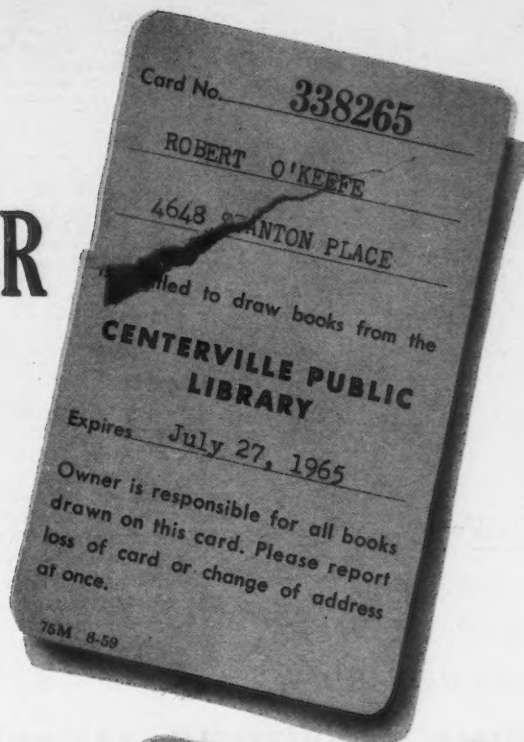
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NEWS

(Continued from page 14)

continued teaching in the schools of the Archdiocese of Detroit almost 33 years. She also spent three years in the Cleveland diocese.

● **FATHER ALFRED E. HERMANN, O.F.M.**, died, August 23, at Cincinnati, Ohio, at the age of 88. He was the former editor and business manager of the *St. Anthony Messenger* magazine. Ordained in 1901, he taught at St. Francis Seminary in Ohio, and served at local parishes before joining the *Messenger* staff in 1932. He remained there until 1953 when he became ill.

● **MOTHER MARY OF ST. WILFRED**, former mother general of Mary Reparatrix from 1938-53, and provincial of the U. S. Province from 1953-58, died at the age of 83, August 23, at New York.

● **BROTHER E. CLEMENTIAN, F.S.C.**, of La Salle

College, died, August 25, at Philadelphia, Pa. He was 64. Brother Clementian was a member of his community for 46 years. He was an associate professor of English and taught theology at La Salle since 1947, and also taught in area parochial elementary and diocesan high schools, as well as the college.

● **SISTER STEPHANIE DE ST. LOUIS, P.S.D.P.**, died, August 4, at New Orleans, La. She was a native of Ireland, 82 years old, and had been in New Orleans the past 19 years.

● **REV. WILLIAM F. PARRY, S.J.**, 77, a native of Milwaukee, died at St. Bonifacius, Minn. August 14. Father Parry served as minister of the Marquette University Jesuit Community from 1932 to 1936 and since then worked in the Indian missions in South Dakota.

● **SISTER M. VINCENTA**, of the Sisters of the Immaculate Conception of the Blessed Virgin Mary, died, September 7, at Putnam, Conn. A

native of Lithuania, she is the first member of the order to die in this country since their arrival here 25 years ago. Sister Vincenta had served in Putnam for 23 years.

● **SISTER M. ROSELBA, S.C.C.**, superior at St. Boniface Convent, Wilkes-Barre, died at Williamsport, Pa.

● **SISTER M. SABINA, C.S.S.F.**, died, September 13, at Detroit, Mich. A native of Toledo, Ohio, she was 80 years old and had spent 64 years in the religious life, 40 of them teaching in parochial schools.

● **J. MICHAEL DERRICK**, British Catholic author and assistant editor of the *Tablet*, a leading Catholic weekly in Britain, died in London, at the age of 46. He had been active in Catholic lay groups and was a prominent Catholic journalist. He wrote several books on Catholicism in foreign countries. At the time of his death he was secretary of the Catholic Union of Great Britain, a lay political action organization.

● **SISTER M. EDMUND, C.D.P.**, died at Pittsburgh, Pa. She was born in Duquesne, Pa., and entered the convent in 1918. She spent 40 years of her religious life teaching in the schools of the diocese, until a year ago.

● **FATHER BEDE GALE, O.S.B.**, who became a Catholic under the influence of G. K. Chesterton, died at Saint Leo, Fla., at the age of 46. He was born in London, England, in 1915. Ordained in 1946, he worked in Pennsylvania and for some time was a special cataloguer for the sixteenth-century books in the Mullen Library of the Catholic University of America in Washington.

● **SISTER M. LEONESSA SCHAFFERS, O.S.F.**, died, August 29, at Algona, Iowa. She entered the convent in 1906, and has taught both upper and high school grades. Since 1958 she was teaching at Algona, Iowa.

● **SISTER M. DENISE, S.C.**, died at Paterson, N. J., on August 1. She had been assigned to Clifton, N. J. in 1946, when the school was established and spent 13 years there as principal and superior.

● **REV. EDMUND E. BURNS, C.S.B.**, assistant superior of the Basilian Fathers of Aquinas Institute and teacher of Latin, English, and algebra, died, July 23, at Strawberry Island, N. Y., at the age of 53.

● **SISTER MARIE ANNE, I.H.M.**, died, August 25, at Monroe, Mich. She taught for many years in Detroit schools.

● **BROTHER HERBER, C.F.X.**, died, September 15, at Leonardtown, Md. The 81-year-old Xaverian spent 39 of his 51 years in religion at St. Mary's Industrial school where he worked with hundreds of underprivileged boys, many committed to the school by Baltimore courts. When the school was closed in 1950 Brother Herbert went to Leonard Hall School in Leonardtown.

● **SISTER GRACE REGINA JENNINGS**, director of guidance at Nazareth Academy, died, July 31, at Elmira, N. Y. She had received a master's degree in French from the University of Montreal in 1941 and for many years was chairman of the department of French at Nazareth.

● **REV. BERNARD KOEBELE, O.F.M.**, died, September 9, at Quincy, Ill. He was a professor of chemistry at Quincy College.

● **SISTER M. CELINE TRUEBENBACH, O.S.B.**, 53, died, August 29 at Muenster, Ark. She taught for many years in Arkansas parochial schools.

● **FATHER DELMAR R. DOSCH, S.J.**, a native of Detroit and former president of University of Detroit High School, was killed August 23, in an automobile accident in Cincinnati, Ohio.

● **SISTER M. DOMINIC, O.P.**, died, August 24, at Albany, N. Y. She was 90 years of age.

SIGNIFICANT BITS OF NEWS

1st Maronite Seminary in U. S. to Open

The first seminary for American Maronite Rite Catholic priests will open this fall in Washington, D. C. The new seminary will enroll eight students this fall. Part of the Catholic University of America, its students will take their regular courses at the university and will study the Maronite liturgy and languages under the direction of the seminary's rector.

(Concluded on page 80)

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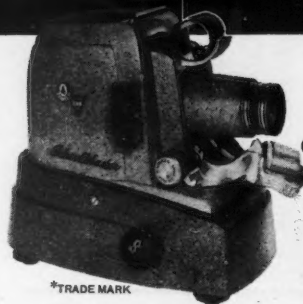
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Thanksgiving Day will be proclaimed only in a land where men are free to love and worship God. It offers our teachers a fine opportunity to teach of our American — and our Catholic — heritage.

Let us Give Thanks to the Lord...

By Brother E. Ignatius, F.S.C.

Ammendale Normol Institute, Beltsville (P.O.), Md.

In all things give thanks; for this is the will of God in Christ Jesus regarding you all. (1 Thess. 5:18)

■ IN THE 1960 Thanksgiving Day proclamation President Dwight D. Eisenhower reminded Americans of their long standing custom as a people "to pause from our labors for one day at the close of the harvest season and give special thanks to Almighty God for the bounty which He has bestowed upon our land."

Soon the 1961 proclamation of President John F. Kennedy will undoubtedly follow the tradition and call on his fellow countrymen to thank God for the countless benefits they have received from His bounty, and for those He has also lavished on millions of other human beings in distant climes through the instrumentality of unfailing American generosity.

President Eisenhower also asked support for the government's food-for-peace program to which "a distinguished company of voluntary citizens' groups and religious societies is making heart-warm-

ing contributions." At the same time last year, Bishop Edward E. Swannstrom, executive director of Catholic Relief Services, writing in *Our Sunday Visitor* urged thousands of American Catholics to "Give thanks by giving." He exhorted them to donate wearing apparel to C.R.S.'s annual Thanksgiving Day clothing drive for distribution to impoverished peoples of lands less favored than our own. The overwhelming response to this appeal, together with food from U. S. Government surplus stocks, and gifts of other necessities gathered from various sources, have enabled C.R.S. to perform enormous Christlike corporal works of mercy on the basis of need, not creed or political ideology, to millions of impoverished human beings, wherever the blight of destitution has struck throughout the world.

Because the earth today is plagued with a flood of atheistic communism which has already enslaved millions of

men and daily threatens to engulf more in its futile war against God and its degradation of human dignity, it is heartening to know that our native land, together with Canada and a few other countries, unequivocally declare belief in God and openly acknowledge their indebtedness to Him. This they do by legislating that annually a day be officially designated to thank the Creator corporately for His manifold blessings.

Thanksgiving, American Institution

The custom of proclaiming such a nationwide holiday by official federal and state enactments is a distinctly American institution, dating back almost two centuries. It was established by our country which in its Declaration of Independence proudly declares self-evident truth the principle that "all men are created equal . . . endowed by their Creator with certain unalienable rights. Among these are life, liberty, and the pursuit

of happiness, and that to secure these rights governments are instituted among men." Our constitution's first amendment legislates that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," thus acknowledging the existence of God and the right of her inhabitants to worship Him according to the dictates of their conscience.

At Gettysburg, President Abraham Lincoln, said in his memorable Address: "This government under God shall have a new birth of freedom. . . ." All governmental officials who are required by law to take an oath of office swear—to God, of course—or affirm, to uphold the Constitution and fulfill conscientiously the duties of their office. Both houses of Congress have official chaplains to invoke God's blessing on their proceedings. The motto, "In God We Trust," on American coinage and postage explicitly affirms the nation's confidence in its Creator. He reciprocally has lavished on this favored land spiritual and temporal blessings unparalleled in all the world. There is ample reason, then, that the nation show gratitude for such bounty. And so it does, though some ungrateful individuals within the land may inadvertently leave unrequited their Creator's infinite love or deliberately bite the hand of Him who feeds them.

The idea that thanks is due the Creator for His largess seems to be coincident with the discovery of America. When on October 12, 1492, Columbus set foot on West Indies' soil, he knelt in prayer and named the island on which his party landed San Salvador—Blessed Savior—as a sign of gratitude to God. Columbus was also a missionary imbued with ardent zeal to evangelize whatever Orientals might be found on what he thought would be the east coast of India.

On January 6, 1494, Bishop Bernard Boyl, Vicar Apostolic, consecrated the first church at Haiti, although thanks to God had often been given there previously in Masses said between 1492 and 1494.

Momentarily many upright people in that Eden sector of the New World have been tempted by another serpent of deception. They find atheistic communism's painted fruit bitter to the mouth and will not swallow it. No thanks to God for *His* benefits will be forthcoming from tyrannical red rulers anywhere. But the oppressed who groan under their lash can find comfort and

hope in history's stern lessons. It has often verified Holy Writ's admonitions that "God is not mocked. For what a man sows that he will also reap" (Gal. 6:8). "They shall sow wind and reap a whirlwind" (Osee 8:7). "And the enemies of the Lord, presently after they shall be honored and exalted, shall come to nothing and vanish like smoke" (Ps. 36:20). But even persecutors have their place in God's providential plans, as St. Augustine teaches. "Think not that the wicked are in this world for nothing (he writes), and that God does no good with them. Every wicked man lives, either to amend his life or to exercise the good."¹

Many historians give credence to evidence that Catholic explorers and missionaries reached American shores long before Columbus in the Iceland, Greenland, and upper mainland areas. If so, the liturgy provided prayers of thanks in Holy Mass, ember days, and other observances, for these earlier settlers.

A few years after Columbus' landing, John Cabot and son, Sebastian, Italian navigators, were exploring for Catholic England the Atlantic and Gulf coasts of the present United States. Five years after their first voyage from Bristol in 1497, a Catholic priest came and offered Holy Mass for America's earliest English congregation.

After King Henry VIII's breach with Rome in 1534, subsequent English explorations and settlements in the New World were under Protestant or secular auspices without benefit of priest and altar. They were not without religious representation although papists, popery, and religious liberty as it is now known here were rigidly excluded from colonial life until Roman Catholic Cecil Calvert, second Lord Baltimore, founded Maryland on the Chesapeake Bay in 1634.

Early Catholic Heritage

Before the seventeenth century missionaries had followed explorers to New Granada, Colombia, Peru, and territory that later became the United States. Familiar to everyone who has studied unbiased American history, textbooks are the exploits of Ponce de Leon, Alvarez de Pineda, Vasquez de Ayllon, Panfilo de Narvez, Jacques Cartier, Francisco Vasquez de Coronado, Juan de Onate, and Hernando de Soto. All were Catholics.

Priests accompanied many of these explorers and gave freely of their faith,

¹St. Augustine, *Treatise on the Psalms*, "On the 54th Psalm," Matins of Maundy Thursday, 4th lesson.

culture, and practical arts to thousands of natives who were converted from idolatry oftentimes at the price of martyrdom. The missionaries' apostolic work was impeded frequently, if not ruined, by avaricious adventurers whose principal interest in the expeditions was material gain. The Indians revered the holy black and brown robed figures and docilely followed their leadership in many territories, while in other regions fear and resentment were harbored against their secular companions, those European soldiers of fortune who unscrupulously robbed, exploited, and enslaved the red men. This hatred of their foreign oppressors was transferred by some tribes to all palefaces indiscriminately, not excluding missionaries. Consequently, such circumstances tended to blind the natives to the real benevolent purposes of their priestly benefactors.

The settlers who introduced Christian civilization to the New World's inhabitants were rugged and adventurous men. Struggling for survival in a strange land, the first European settlers found ruthlessness a necessity in contacts with hostile natives who resented and resisted the intrusion. For the most part, however, the colonizers were upright men dedicated to noble service for God and country. Today the United States and its neighboring countries gratefully harvest the fruits of seed planted by these pioneers' risks, labor, and perseverance. The beginners wrested a living from the land, developed its natural resources, laid the foundations of future cities, established the beginnings of representative government, civilized native tribes, and attracted from all points of the compass millions of immigrants who made one of the many new American nations their adopted fatherland.

Religion brought to the New World by the settlers was a potent factor in effecting a beneficent change of heart toward one another in the minds of both red and white races. All religious activity among the budding nations' Catholic population usually was motivated, at least remotely, by love of God and neighbor and animated by God's most powerful source of grace and sacrifice of thanksgiving—Holy Mass.

Less than 40 years after Columbus' first voyage, Vasquez de Ayllon sailed in June, 1526, and established the first Catholic settlement near the place where Jamestown, Va., would later be founded. One of the Dominican friars who accompanied him is believed to have

"The feast of the harvest of the first-fruits of thy work, whatsoever thou has sown in the field. The feast also in the end of the year when thou hast gathered in all thy corn out of the field." (Exodus 23:16).

Photo by the author.



offered that year the first Mass said on United States soil. But on September 8, 1565, the first parish Mass was offered at St. Augustine, Florida, by Father Francisco Lopez de Mendoza Grajales when Pedro Menendez founded there the oldest Catholic community. Years before the seventeenth century opened, God had often received from priests and laity living within the country's present boundaries praise and thanks for His munificence through all the Masses offered there.

Beginnings of Our National Thanksgiving Day

Nor were our Protestant brethren remiss in thanking God for blessings bestowed on them during this country's prefound days. On December 21, 1620, some Pilgrims and Londoners landed at Plymouth, Mass., after a rough 65-day sea voyage from Plymouth, England, in the Mayflower, a 180-ton sailing vessel. The Pilgrims lived aboard ship during the severe winter and half of them succumbed to fatal illness. Stocks of cached Indian corn they found provided food and enough seed for spring sowing. An abundant crop in the fall of 1621 moved Governor William Bradford to decree a three-day feast of thanksgiving. Friendly Chief Massasoit and his tribe, who had assisted at the planting shared in the harvest festival. Prayers, hymns, and sermons gave a religious touch to

the celebration. The idea of public thanksgiving later spread to the other colonies but no uniform date was agreed upon for the observance.

During the Revolutionary War eight special days were set apart to thank God for great victories or for having delivered the country from grave dangers.

When the Continental Congress met at York, Pa., from September 30, 1777, to June 27, 1778, it was cheered a month after opening by news of General Burgoyne's surrender. Its president, Henry Laurens, South Carolina patriot, promptly appointed a committee to draft a proclamation of Thanksgiving. Within two days the Congress unanimously adopted the resolution and President Laurens notified governors of all thirteen colonies regarding the action. This was our country's first national Thanksgiving proclamation.

At the request of Congress, President Washington recommended Thursday, November 26, 1789, "to the people of the United States as a day of Public Thanksgiving and Prayer." Subsequently little was done about establishing a special day of thanks until 1864. While the country was still in the throes of a civil war, President Lincoln signed a document proclaiming, as Washington had done, the last Thursday of November a national day of thanks to almighty God for all His benefits and begging Him at that time to heal the wounds in-

flicted on the nation by lamentable internecine strife. Mrs. Sarah Josepha Hale, "Mother of Thanksgiving," author of a best-seller novel and of the famous poem, "Mary's Little Lamb," and editor of widely circulated *Godey's Lady Book* magazine, was the power behind the throne in establishing our modern Thanksgiving Day. For some 20 years she persistently stormed without success the White House and other influential places with an epistolary barrage in a one-woman campaign to establish a day of thanksgiving until her efforts finally won President Lincoln's enactment.

Because the United States has no national legal holidays—not even July Fourth—presidential proclamation of a national celebration leaves each state free to legislate such a day, or not. Some states at first opposed the Thanksgiving Day idea, but it is rare to find one standing aloof today. The traditional last Thursday in November date of observance remained unchanged until 1939. Then, some commercial interests worried over the short span of time for Yuletide business between November's end and Christmas Eve, prevailed upon President F. D. Roosevelt to advance the date by one week. But the change proved generally unpopular and Congress, with the President's approval, on December 26, 1941, enacted a resolution establishing the present fourth Thursday of November as the nation's day of thanks.

The Teacher and Thanksgiving

As teachers of youth and molders of their character, a great privilege and responsibility is accorded us today by God and country to co-operate in preparing for tomorrow intelligent leaders and an informed citizenry. Who better than we are in position to impregnate youth with a spirit of appreciation for the natural and supernatural gifts which are theirs "good measure, pressed down, and running over" (Lk. 6:38). What better social agency is there, after the home, than the school to inculcate reasonableness and habits of moderation in the use of natural talents and temporal goods and the practice of promptly thanking God or the human instruments of His providence for these favors?

Our value as exemplars and guides in this respect depends more on what we are interiorly and what we do within the classroom and beyond its confines than in what we say, however eloquently. There is then a serious obligation to imbue first our own minds with a deep sense of gratitude to God and unswerving loyalty to the wonderful homeland to which our allegiance has been pledged.

To fulfill this sacred stewardship worthily, our basic requirement is, as Pope John XXIII told the Italian Catholic Associations of High School Teachers during an address, March 19, 1960, "a foundation of solid and firm Christian convictions which, like an invisible, pulsating heart must give the teacher the courage of his ideals and cause him to be a luminous example. Of course, every Christian has the duty to regard his mission in life primarily from a supernatural light, and must be prepared

to carry out that mission by the full practice of personal virtue."²

Does not daily experience of open-minded observers verify the truth of Pope Pius XII's words: "What age has been, for all its technical and purely civic progress, more tormented than ours by spiritual emptiness and deep-felt interior poverty? May we not, perhaps, apply to it the prophetic words of the Apocalypse: 'Thou sayest: I am rich, and made wealthy, and have need of nothing: and knowest not that thou art wretched and miserable, and poor and blind, and naked'" (Apoc. 3:17).³

During his inspiring Inaugural address, President Kennedy offered a challenge which holds particular appeal to teachers: "In your hands, my fellow citizens, more than mine (he said), will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty."

Every dedicated teacher in America's schools will do his, or her, best to fulfill the President's expectations as far as the classroom apostolate is concerned. Here he vocalizes the thoughts of multi-million parents, leaders in various fields of human endeavor, the armed forces, and the general citizenry, all of whom look to the schools as a steady and un-failing source of competent manpower

²Pope John XXIII, "Mission of the High School Teacher," *Lasallian Digest*, Napa, Calif., Spring, 1961, p. 5. A reprint of Mrs. L. G. M. Rose's translation of the Italian text for *The Pope Speaks*.

³Fullman, Raymond, S.J., Comp. and ed., *The Popes on Youth*, Buffalo, N. Y., Canisius High School, p. 98, quoting Pope Pius XII, *Unity of Human Society*.

for shouldering tomorrow's responsibilities. The Church herself has a vast stake in education. On her rests the obligation of keeping the body politic morally fit lest, like Rome and other ancient countries, it should succumb not to the superpower of some external enemy but to the dry rot of decadence from within.

As public servants educators must expect their share of criticism but need not necessarily chafe from the friction nor buckle under the heat it engenders. Though some individual schoolmen here and there by misconduct have betrayed public confidence, generally teachers' influence has been wholesome and sweet, particularly in this land where liberty, freedom of conscience, and the pursuit of happiness are acknowledged as God-given rights and guaranteed by constitutional safeguards. These are actual blessings, not a chimerical mirage painted on the desert sands of some ideological Utopia by masters of deception and ruthlessness.

The ultimate test of love, whether for Creator or for country is martyrdom. Well did the President say in his Inaugural address: "The graves of young Americans who answered the call to service surround the globe." We who contributed to the education of those heroes rejoice and are grateful that they passed the final and most crucial test of devotion. Side by side with fellow instructors in public and other private schools, we Catholic educators point with pride to the many gold stars which stud the war memorials erected in our schools to honor former students who gave testimony to their national loyalty when forces hostile to our way of life threatened to destroy us. Today our alumni serve in all branches of the country's armed forces and are honorably represented in the nation's professions, trades, and other types of human endeavor.

When President Kennedy's 1961 Thanksgiving Day proclamation is issued, of one thing we Catholic educators are certain: whatever sacrifices he asks of the country's youth for American or other peoples, his plea will find an overwhelming response, as in the past, from the boys and girls, men and women, of our Catholic school system. The reason? From grade school through university they have been taught love of God and love of country. And lessons in loyalty and gratitude have been a basic element in their education from the very beginning.

Novices at Christian Brothers Novitiate, Ammendale, Md., harvest apples.



Let's have Excellence in Education

By Mary Ann Barry and Sister M. Ann, O.P.

Barry College, Miami 38, Fla.

■ OUR NATION'S schools have always offered the solid areas of learning but both parents and pupils have elected the "frills" instead of the "skills." American education is locally controlled but free to all children. Public, parents, and pupils share in planning the curricula and schools become a part of community life. The recent trend has been to consider homogeneous grouping of pupils in the classes as undemocratic, un-American, and an unnatural way of school living. American teachers facing classes of a wide range of abilities and talents have the tendency to teach "down," thus and lowering the quality of achievement.

The launching of the missile program by the Soviet Union did affect American schools. Now, as a result of it, in many of our junior and senior high schools pupils are once again grouped homogeneously according to mental ability and achievement. The pupils whose mental ability would, ordinarily, qualify them for admission to the enrichment classes may not participate in the program until their habits of industry and their achievement indicate their readiness for it.

The psychological effect of this placement program has been to arouse interest and attention of both parents and pupils on the instructional offerings of the school. That the quality and achievement of learning will rise to a higher

level is the belief of educators and administrators as each teacher now has a more or less homogeneous group in her classroom. Children who before were indifferent to learning as they were placed in classes of varied talents and abilities now are participating actively. The greater number of pupils who are developing self through self-activity reveals the increased degree in which the school is meeting the individual needs of children.

This program is not limited to the normal child but it has been extended to include the mentally retarded, the deaf, and the hard of hearing, the partial seeing, the blind, and the physically handicapped child. Special programs have been arranged where these children may participate, for a few periods daily, in normal classroom activities. Other periods are devoted to their needs under the direction of specially trained personnel in adequately equipped classrooms.

Editor's Note: The facts stated in this article will serve as a good introduction to a program of publicity for our schools during American Education Week, November 5-11. The theme, this year, for American Education Week is: "Your Schools — Time for a Program Report."

Books Young Children Can Read

By Sister M. Ruth, O.S.F.

Cardinal Stritch College, Milwaukee, Wis.

■ THOSE WHO have the task of providing books for young children know what a challenge and a privilege is theirs. We are not only satisfying needs of the present moment, but our efforts may affect their future lives as well. The major stress today in all areas of reading is that of developing lifetime reading habits. Someone once said, "No college English, no finishing school course in art and literature will ever give men and women what they might have if books had been as much their friends in childhood as the children next door." The task, then, of teachers, librarians, and others working with young children

Sister M. Ruth, O.S.F., is a clinician at the Cardinal Stritch College Reading Clinic. She has considerable experience as a primary teacher. This article is adapted from an address delivered at the 13th annual reading conference at Cardinal Stritch College, October 8, 1960.

is to present books which will be friends, friends that will live.

We citizens of an adult world are quite puzzled at times by childhood and sometimes we fail to give the children what their spirits desire and need. A grandmother who went to purchase books for her grandchildren complained

to the clerk of the antiquity of the titles on display, to which the clerk responded, "The titles may be old, Madam, but the children are always new." Paul Hazard, a member of the French Academy, expressed the idea very pointedly when he said:

"Time, which deals so ruthlessly with the body, is only too often just as pitiless with the soul. Adults are rarely free; they are prisoners of themselves. Even when they play it is self-consciously and for a reason. They play in order to relax, to forget, to keep from thinking of the brief time that is still left to them. They seldom play for the sheer joy of playing. How far removed



NATIONAL CHILDREN'S BOOK WEEK: November 12-18, 1961, is sponsored by The Children's Book Council, 175 Fifth Ave., New York 10, N. Y.

is the world of childhood. Its inhabitants seem of another species. Tireless, full of the exuberance of life, from morning to night they run, shout, quarrel, make up and fall asleep only to begin again next day at sunrise. Their awkward young bodies are already imperious. Children are rich with all they do not own, rich with the potential wonders of their universe. Making believe is not only one of their earliest pleasures, it is their vital spark, the token of their liberty. Reason does not curb them, for they have not yet learned its restraints. Happy beings, they live in the clouds, playing light-heartedly without a care. But imagination cannot keep alive by itself, and the spirit, too, requires food, since we do not live by bread alone. . . . They beg for pictures and stories which they immediately alter or destroy, or turn into something which suits their own fancy better. And they must have plenty of them, an abundance, for they are hard to satisfy. We have no sooner finished telling a tale than they cry: 'Begin all over again.' No sooner have they learned to read, than they expect wonders of those little black letters that come to life before their eyes. These magic books are such a joy! They see a whole new world opening before them, a world in which they will still be playing, but at far vaster games. How wonderful it will be to turn over the pages for themselves, to discover even better and more wonderful stories."¹

Children Are Book Fans

In meditating upon this, we feel the tremendous responsibility that is ours. I wonder, how often, when presenting a book to a little child or reading a story to him, we consider the joy that we can impart to that child, the anticipation with which he looks forward to delving into the wonderful world of books, and what a tragedy it is when a child is reluctant or refuses a book because, as he says, "I don't like to read books." Here is a child who has lost one of the wonders of childhood. An understanding

adult, who has maintained a sense of wonder, will perceive the tragedy and proceed to do something about it. A teacher has this opportunity when she shares books with the children. Read stories to them which are slightly beyond their power to read by themselves and in this way lift them above their own capacity. It will make them more eager for the day when they can read for themselves. There are many picture books which do not have a text that can be read by the children in first and second grade, but they are the books that give the child a love for books. The proof of this is pointed out in the different stories that are told of how children live in their books. One grandmother was asked if her grandchildren knew the story of Mike Mulligan and His Steam Shovel to which she replied: "Do they know Mike Mulligan! They were being driven along a road one day when suddenly they shrieked, 'There's Mary Ann.' The driver put on the brakes hard, thinking it was a playmate. But it was only a steam shovel." For those who have not had the enjoyment of reading the story, Mary Ann is the name of the old fashioned steam shovel that Mike uses to dig a cellar for a town hall. Mike becomes so interested in working since a little boy is watching him, that he forgets to leave a way to get out. Read it for yourself to find out what happened next! And then there's the story of the monkey, Curious George, which was so thoroughly enjoyed by one small boy that he wanted to name his baby brother Curious George. Having the children share books with each other is often a sure way to get the reluctant child interested. The enthusiasm is catching. They tell of the first grade child who got 25 children to read *Rosie the Rhino* merely by laughing so hard that he couldn't tell the story. I know from my own

experience that a child will frequently take out a book because, "Mary had the book and she said it was a real good one. May I take it too?"

Criteria for Children's Books

What, then are the criteria to be considered if the books are to be worthy of children's comments such as the following that were given during this past year. Jim said, "I read it twice, it was a nice book. I was looking for hard words and couldn't find any." Richard told us that he liked the book because "it was easy and the words were large and the pictures were cute." Or comments such as the following:

"Real nice—it was the craziest book I ever read."

"So good I could almost read it over again."

"Very funny. I'm reading it a second time. I read it to my little brother and he laughed."

"I read it three times."

"That's pretty neat."

"That was keen. I read it before."

"I read it to my mother and we both laughed and liked it."

"Oh, it was a roar, especially the way Dr. Seuss makes them."

"I read it about 10 times and then I passed it around in school. All of the kids in school liked it."

"I liked it because Jerry was so much like me."

"I even studied it because I liked it so much."

These are but a few of the hundreds of comments that were given during the course of this study on books. What must a book have, then, to be acceptable to young children? One specialist in writing a book for beginners in the field of writing, warned his readers that children were not going to read any kind of stories, that all you had to do was to impose your taste on them. He

¹ Paul Hazard, *Books, Children & Men* (Boston: The Horn Book Inc., 1944), p. 2.

suggested that they start by believing just the contrary and be prepared to have the children as their masters.

The books should have pictures which the children like. This criterion is being met by publishers quite successfully. At least very few children made any adverse comments about the pictures of the books used in the study other than a few objections to the drab colors that were used in one or the other. According to Paul Hazard, pictures should be "enchanted . . . that bring release and joy, happiness gained before reality closes in upon them, insurance against the time, all too soon, when there will be nothing but realities."² Here, perhaps is one thing that we, as adults do not always understand for we tend to label some pictures as outlandish and just not to our liking.

In addition to good pictures, critics agree that a book for children should contain honesty, integrity, and vision so that the young reader can grow. It must stir their imagination and stretch their minds if it is to hold the children permanently and not be a waste of time. If it has these qualities, it will be of value in their reading for all their lives. Lillian Smith, in her critical approach to children's literature, says that the thing that makes a book a good book to a child is that it is an experience. Critics insist that good books must be clear-cut in their issues. Principles are implied rather than preached so that they inspire. Children become aware that unselfish and faithful love always ends by finding its reward, be it only in oneself and that greed and jealousy are ugly.³

Included in the books of this study, are a number of those which have as their aim to satisfy the curiosity of youngsters who want to know about the exciting world in which they live. These books will inform the readers; they are different from the others in the intention of the authors, the one to tell a story, the other to impart information. Both books of information and books that have a story to tell are considered necessary to children for their mental and imaginative growth.

The Question of Vocabulary

Since we are stressing books that young children can read on their own, I feel it is considerably important that a book have a vocabulary within the

grasp of the child. There is not this difficulty if the book is going to be read to the child. However, we find that the children, particularly in first and second grade, are unable to handle the vocabulary in the books recommended for primary grades. I have had many children refuse a book or bring it back unread because it was too difficult. I recall how disappointed one little girl became when she attempted a book that appealed to her and found that she could not read it. Children do not enjoy books that are too difficult—they cannot, unless the pictures give enough of the story for their enjoyment. Teachers are often disappointed, also, when they choose books listed at first and second grade level only to find them considerably more difficult. Publishers, likewise face a problem. On the one hand, they are trying to satisfy the demand for easier books to the joy of teachers, and on the other hand, they are being opposed by specialists in the field of children's literature who object to the strict adherence, by publishers, to word lists. It would seem that publishers are at the stage now where they need to supply books which are not too easy, not too hard, but *just right*. And whether or not a book is just right, depends upon the child, his daily doings, his interests, and the level of his reading ability. From my experience, the latter should be given special emphasis. However, I agree with May Hill Arbuthnot, who, after giving her viewpoint as to what she considered important in evaluating children's books concluded with this, ". . . you are you and I am I. Like children, we bring to our reading different backgrounds of judgment. So let's be charitable with each other and devoutly thankful for all the gifted artists, writers, editors, and publishers who continue to pay no attention to our pronouncements but go on producing surprising and wonderful books for children."⁴

Some Successful Books

Included in the list for the young reader are, first of all, the BEGINNER BOOKS published by Random House, such as *Cat in the Hat*, *A Fly Went By*, *Sam and the Firefly*, *You Will Go to the Moon*, and others. In these books an effort was made to maintain a low difficulty level without a rigid vocabulary control—these come close to being

just right books for young readers. Children reading at high first and second grade level have no difficulty reading them. Since the time of the study, other books have come out that could be read at primer level. These books are enjoyed for their humor and action. *Sam and the Firefly*, for instance, tells the story about Sam the owl who wanted someone to play with him but found all of the animals asleep. Then Sam saw a light—hop, jump! It went here, it went there, it went on, it went off. But no one said a thing. It turned out to be Gus the Firefly who could make lines with his light. Sam had an idea and asked Gus to follow. The result—they made *words* with the light, and how many adventures this lead to! Readability scores on BEGINNER BOOKS range from 1.8 to 2.9. The pictures in these books contribute a great deal to the enjoyment of the book. Other features brought forth such comments as "No hard words—went like a breeze." "That was good, I'm going to read all of them books."

There are several books of the I CAN READ SERIES by Harper Bros., including titles such as *Danny and the Dinosaur*, and *Sammy the Seal*, which especially appeal to the younger child. What child isn't interested in dinosaurs! Danny loved them and found one in the museum that would like to play. So Danny and the dinosaur walked to the city where a policeman had never seen a dinosaur stop for a red light, and people could ride on his tail instead of waiting for a bus. When the dinosaur wants to eat lovely green grass, Danny has him read the sign PLEASE KEEP OFF and they both had ice cream instead. When they went to the zoo, the other animals were unhappy because no one paid any attention to them. The



² *Ibid.*, p. 42.

³ Lillian H. Smith, *The Unreluctant Years* (Chicago: American Library Association, 1953), pp. 14-16.

⁴ May Hill Arbuthnot, "Evaluating Books for Children," *Reading in Action*, ed. Nancy Larrick (International Reading Association Conference Proceedings, Vol. II) (New York: Scholastic Magazines, 1957), p. 68.

dinosaur was having so much fun and it was good to take an hour or two off after a hundred million years.

In *Sammy the Seal*, we have a story about a sad seal who wanted to know how things went outside of the zoo. He was given his chance and among other places attended school where he learned to read and write, but in the end Sammy says, "There's no place like home." Readability scores on these books range from 2.1 to 2.5. The children love them, particularly these two, as they comment, "Best book I have ever read," and "It's neat — when he says, 'There's no place like home.'"

The BEGINNING-TO-READ books by Follett Publishers have also very appealing titles such as *The Boy Who Would Not Say His Name*, *Nobody Listens to Andrew*, and *The Hill That Grew*. Readability scores range from 1.9 to 2.6. Most of them can be read by children at first reader level. The majority of the children choosing the books in this study were at low second grade level. The specific feature which attracted most of the readers was the action, such as the building of a new school, the way three animal friends helped a mouse pursued by a cat, etc.

The EASY TO READ books from Benefic Press include *Big Top*, *Monkey Island*, *Poker Dog*, *Pony Ring*, *Pretty Bird*, and *Surprise Egg*. These are rated from 1.3 to 2.0, so that children reading at primer level would be able to read some of these. Again, action was the reason for liking a book with *Surprise Egg* being the favorite and meriting this comment, "I read it in five minutes. It got me too excited. I couldn't stop."

The PHOTO STORY BOOKS are recommended for pupils reading at primer and first grade level. The enjoyment which the books afford because they are easy is evidenced by comment such as, "Oh, this is nice. I never found any hard word." They liked the actual photographs rating them neat, real good, cute, swell, and funny. They liked a book because it was about a dog, a kitten, a parrot, a monkey, or as one child said, "because he likes horses like I do." Consider the story of *Patch, You Just Be You*. Bobby wants to play cowboy but he needs a horse, so he and Patch, his dog, go to look for a horse. Bobby says, "I want a horse like the ones cowboys ride and I want it to be my horse. Patch, you are my dog. Why can't you be my horse, too?" So he thought of Patch looking like a horse.

The picture shows Patch with the head of a horse and Bobby exclaims, "Oh, my! No, Patch." Then he wonders if Patch could be a cow—but it's a funny-looking cow. In the end, Bobby decides he just wants to play with Patch, so he says, "Patch, you just be you. I like you the way you are."

THE FIRST READING BOOKS by Dolch are recommended for first grade level by the publishers but seem more satisfactory for second grade. 2.0 to 2.6 is the range according to formula. The names of the characters in the books proved to be difficult for many of the readers but on the whole, the books were enjoyed. It is pointed out in some of the studies made that a reason for disliking a book by one pupil can be the reason for liking it by another. One child disliked a *First Reading Book* because it had too many pages and another child liked the same book because it had many stories. It all depends on the youngster who is being the *Master* while you try to find him a good book.

Twenty books have been written for the I WANT TO BE series dealing with the various occupations. These have been written with the young child in mind giving him an opportunity to read about the occupational interests in the world of adults. The entire set of 20 was evaluated by approximately 300 children of various ages at first, second, and third grade level of reading. The children reading at primer level were interested in the books but found the vocabulary too difficult. Most of them can be read with greater ease by the child at second grade level, although those at first reader level can handle some of the books. The books were enjoyed for their action, for the information gained, for the topic and several related it to themselves in comments such as, "That's what I'm going to be."

While these books enrich the social studies field, there are two series, THE TRUE BOOK and WHAT IS IT series which appeal to the scientifically minded child at the primary level. There were 25 of these books used in the study ranging in difficulty from 2.5 to 3.7. Considering some 350 responses, it seemed to be by children reading at high second grade level that the majority of the books received a rating of satisfactory or just about right in difficulty. The children enjoyed the books for the information they gave, commenting, "It had a lot of interesting things in it that I didn't know" and "I learned a lot." Those finding the books

too difficult to read enjoyed the pictures and some had the book read to them.

The DAN FRONTIER BOOKS and the JERRY BOOKS can be read by children with minimum instructional level of pre-primer to high first grade depending on the particular book of the series. The three DAN FRONTIER books have a rating of 1.5, 1.8, and 2.3, while the four Jerry books are 1.3, 1.7, 1.7, and 2.3. Children love the DAN FRONTIER books because of the action as well as the illustrations.

Among the trade books, we have a great number of interesting titles although many of these books are disappointing to the children in the primary grades because of their difficulty. I would like to list just a few that I found primary grade children, reading at second grade level and above, could handle and enjoy. *Boats on the River* by Flack, which is much in demand, has a readability rating of 3.6. The pictures are very beautiful. Lois Lenski has written *Cowboy Small* 3.0, as well as *The Little Airplane* 3.6, *Papa Small* 2.5, and *The Little Train* 2.7. Children love these books. *Fireman Fred* and *Policeman Paul* by Gene Barr are 2.7 and 2.5. *Mike Mulligan* is 3.4 and 900 *Buckets of Paint* 3.0. Books by Margaret Friskey are *Mystery of the Broken Bridge* 1.7, *Mystery of the Gate Sign* 2.2, *Perky Little Engine* 3.2, and *Trip For Tommy* 3.5. *Whopper Whale* by Vaughan is rated at 3.6. *Apron Strings and Rowdy*, the story of two very lively bears is rated at 2.9. Many of these titles, as well as others can be obtained from Children's Press in Chicago.

I have made an attempt to share with you a love for children and books. Knowing the children we teach and realizing that it is of their very nature to grow, we want to give them the books on which they can grow—books of honesty, integrity, and vision. When we choose these books, may the thoughts of a Walter De La Mare be ours:

"I know well that only the rarest kind of best in anything can be good enough for the young. I know too that in later life it is just (if only just) possible now and again to recover fleetingly the intense delight, the untellable joy and happiness and fear and grief and pain of our early years of an all-but-forgotten childhood. I have, in a flash, in a momentary glimpse, seen again a horse, an oak, a daisy just as I saw them in those early years, as if with that heart, with those senses. It was a revelation."⁵

⁵ Walter de la Mare, *Bells and Grass* (New York: Viking, 1942), p. 11.

Rt. Rev. Msgr. Herman A. Meilinger, pastor of St. James Pro-Cathedral, Rockford, Ill., presents reading awards to some 50 winners out of the 150 pupils of his parish who attend St. Bernadette's school for grades one through 4. Faculty members in rear are: Sr. M. Ametista, Emma Zepperi, Sr. M. Aimee, and Sr. M. Thoma, O.S.F.



A Diocesan READING MERIT Program

By V. Rev. Msgr. Raymond J. Wahl, J.C.D.,
and Sister M. Celine, O.S.F.

Director of Education and Elementary Supervisor, Diocese of Rockford in Ill.

■ The poetic expression, "One's grasp must be beyond one's reach—or what's a heaven for," took on real meaning for the boys and girls of the Rockford Diocese during the past year. Final tabulation of the awards given to 6500 children showed that these students read some 230,000 books. Their library reading program was planned to be personal and individual for each child, and to motivate and stimulate the gifted, average, and slow-learning pupil.

Lists of specific books, divided into nine different categories, were sent to the schools last fall. These suggestions included books on fiction, history, biography, science, fairy tales, animals, mystery, religion, and miscellaneous. If a child read and reported on four books from each of the categories, in addition to his regular school work, he was awarded a First Merit Badge. A Second Merit Badge was granted to those who read 36 additional books. For the ambitious students who read a total of 108 books, a Certificate of Merit was awarded from the Diocesan Bureau of Education. Some children who read even more than this goal received a special award, a rosary blessed by Most Rev. Loras T. Lane. Reports from the schools indicate that all the children in the schools read more books than they would normally have done, even if they

did not complete reporting upon quite enough to receive a merit badge.

A Saturation Technique

Throughout this program emphasis was placed upon creating, exemplifying, inspiring, and activating a love for reading. Teachers were reminded that value would not come from the number of books read but numbers could play an important role in acquainting pupils with available material in various areas and also provide a range of selection in varying degrees of difficulty—a factor that must be considered in any type of individualized reading. Permeating or "saturating" the child's environment with really good books, a procedure recommended by reading authorities, would open channels for the improvement of children's taste in reading. Attention was given to having a love for books and an interest in reading parallel the acquisition of skills.

Evaluation of Books Read

That some means of checking be used was a necessary step in directing the children. The purpose of this procedure was mainly a creative one—of making the children want to read more. Oral reports that shared information were effective as well as the dramatic telling of fascinating incidents from the books. Dramatizing, illustrating stories,

"auctioning" books by giving exciting hints, writing descriptions of characters, showing action on a flannel board, making puppets, exhibiting objects described, demonstrating experiments, nominating a "book of the week," explaining foreign words encountered and innumerable other activities were accepted ways of reporting on books read. Teacher aides and parents listened to book reports.

Desired Outcomes

Since children are daily acquiring a knowledge of the social virtues as well as a literary appreciation through the terrific impact of their reading, it was hoped that through this procedure a stronger familiarity with works of authors and an attitude of "wanting to read more" would be impressed upon the students. If, at the close of the year's program, the children would have had an opportunity to read more and better books on a wider scale of interests and ability, a worthwhile goal would have been achieved. Standards for evaluating and comparing works of authors would have been strengthened and emerging interests would have been brought to the foreground. We have been trying to produce "better readers for our times." Is it wishful thinking to suppose that through this program of wide reading, "even better readers for the future" will have been encouraged?

Some aids in teaching the Old Testament

By Sister Marie Angela, I.H.M.

Girls' Catholic Central High School, Detroit, Mich.

■ IN ORDER to use the Old Testament as the basis of our teaching of religion, it is necessary to go to the source itself, the Holy Bible, the inspired Word of God. The old familiar Bible history may be an aid for the child, but it is certainly an inadequate résumé of Scripture as far as the teacher is concerned. Truly, no human writer can possibly approach the fascinating appeal of the Divine Author, whose Word is captivating even to our satiated generation of youth. Nevertheless all teachers, of whatever age, experience, or education, have need of recourse to those scholars who have specialized in the study of Sacred Scripture.

Interpretations of Scripture

Indeed, how can anyone understand and interpret the inspired word of God, "unless some man show me," as the book written by one Scriptural scholar is entitled (Jones, Alexander, *Unless Some Man Show Me* [New York: Sheed and Ward], 1951). That little volume furnishes excellent background reading for the teacher of religion. At least, its perusal is a humbling experience. There is so much to learn in any field, and this seems particularly true in God's own field of theology.

Searching the Scriptures, by Msgr. John J. Dougherty (New York: Hanover House, 1959) is an up-to-date, readable explanation of the Bible itself and its importance to every Catholic. Each book of the Bible is summarized with the author's comments. His references to the Dead Sea Scrolls are of timely interest to today's readers.

When can busy teachers find the time to read, listen, and study to acquire some background which will enable them to use this Biblical approach in their religion classes? Just recently one ready-made answer to the problem of time appeared with Father Lawrence Dannemiller's fascinating book, *Reading the*

Word of God (Baltimore, Md.: Helicon Press, 1960). Much of the organizing and planning is all neatly arranged for the teacher's reference.

Father Dannemiller begins with the quote from St. Jerome which is beginning to sound familiar, "To be ignorant of the Scriptures is to be ignorant of Christ." The first section of the book, entitled "Salvation History," gives a brief summary of the Bible. Part Two, "Scripture Readings," is perhaps the most valuable section for the busy teacher, for here she will find Biblical references correlating with most of the topics outlined in any course in religion. Whether the subject matter be doctrine, as taught in the catechism — Creed, Commandments, Sacraments, Virtues, or the Life of Christ — one can readily find a complete lesson plan with readings from the Bible for each topic. A brief meditation or prayer concludes each topical section. Besides the main body of the volume, there is an appendix suggesting Bible readings for the temporal and sanctoral cycles of the liturgical year.

Many other reliable authors have written and are writing on the subject of the Bible as a whole, or on one Testament. Others give us the results of their study and research for one or another book of the Bible. Let us suppose, for instance, that the teacher is approaching the study of the Creed in her curriculum. The very first statement of the Credo, "I believe in God, the Father Almighty, Creator of heaven and earth," points directly to the Book of Genesis. Here she will find the basic source of information and much teaching inspiration. The educator at this point will do well to read the entire first book of the Bible, and to quote portions of it for the receptive young minds before her. However, since this section of the Bible poses many problems, and will most certainly be question-provoking, she will also look to

approved modern writers to guide and direct her presentation.

Stimulating and instructive background for the teacher is Margaret Munro's *Thinking about Genesis* (New York: Longmans, 1953). The author's treatment of the subject is, in the words of Father R. J. Foster, L.S.S., who provided the foreword, "both scholarly and human; she never forgets that she is dealing with real people, whether the author or the characters in his story. She has neglected nothing that could stimulate and make her readers 'think.'"

A book that is a real *must* for the teacher, before she attempts to teach the subject of creation, is Father Charles Hauret's *Beginnings; Genesis and Modern Science* (Dubuque: The Priory Press, 1955). A subtitle tells that this is "A modern Catholic explanation of the first three chapters of the Bible." The first chapter is headed, "The Bible, the Unknown." There follow four chapters on creation, particularizing on the creation and fall of man. The last, and an especially valuable organizational chapter for the teacher, presents suggestions regarding difficulties, methods of instruction, and examples of graded lessons on the topic of creation.

Sharing Our Reading

One could go on and on suggesting background readings on the Old Testament. Again there recurs the all-absorbing problem of time. When could one person possibly read all that has been written, on Genesis alone? The obvious answer is, "One person can't!" Nevertheless, many dedicated persons, working together, can do a great deal to divide the readings and share the results. One religious community, the Sisters, Servants of the Immaculate Heart of Mary, has provided ample opportunities to enrich the background of its teachers of religion, and this in three special ways.

In the first place, summer school classes in the science of theology, and in related fields, are given priorities on the Motherhouse campus in Monroe, Michigan, at Marygrove College in Detroit, and even for Sisters sent to other educational centers. Besides the regular class periods, lecturers who are authorities in the areas of liturgy, Scripture, etc., are invited for the Sisters' extra-curricular stimulation.

Another valuable aid for the Sisters is the religion resource center at the motherhouse which has been baptized the *Pius XII Religion Center*. This consists of two divisions, each housed in

its own attractive room. One of these is a special library where teachers may browse, study, or collect a bibliography with a view to adding to the mission bookcases, come September. The second section of the religion center is devoted to visual aids. Here the mission mother superior may even put in her order for films, pictures, etc., which are suited to her purse and to the needs of her school.

The third interest builder, for the hundreds of Sisters who are fortunate to reside at the motherhouse in Monroe during the summer, is the Sunday morning "religion hour." Here is a practical application of sisterly "sharing." Attendance at these sessions is purely voluntary; there is no roll call. The general superior is usually present to open and close the session and add a few comments or suggestions of her own. The I.H.M. school co-ordinator is organizer and chairman of the general Sunday morning assemblies. Sometimes the Sisters form into smaller graded groups to discuss findings and to plan for the coming school year. In this way, each Sister is given an opportunity to listen and to speak, as well as to read, on the favorite topic of the teaching of religion to children.

An actual, personal example of the way this "sharing" idea works out may be appropriate here. The co-ordinator approaches unsuspecting you one morning early in the week, with a pleading look in her eye, and murmurs softly, "Now, Sister, you wouldn't mind participating in next Sunday's program, I'm sure," and you realize you are being invited to "share." Sister takes you by the hand and leads you into the sacred precincts of the Pius XII Religion Center, all the while offering helpful ideas about a "Christo-centric, positive approach" in her most persuasive manner. She selects just one little volume from a certain shelf labeled "Old Testament." You almost breathe a sigh of relief. Only 200 pages, and it doesn't look too formidable. Would you like to share *Daniel*, *Man of Desires*, too? The author is Dom Hubert Van Zeller, O.S.B., the publisher Newman, the date 1940, with a 1951 reprint. God bless the good Father for writing so briefly and so attractively!

Daniel, Man of Desires

In this Christo-centric survey of the Scriptures, Father Van Zeller's book entitled *Daniel, the Man of Desires*, offers tremendous possibilities for the enrichment of background to the teacher of religion in the middle grades. As proof

of the direction of the Scriptural Book of Daniel, the author, in a brief but conclusive footnote, quotes no less an authority than St. Jerome, who said of Daniel: "I insist that no other prophet has spoken so plainly of Christ." If St. Jerome insists, who may challenge the statement?

The religion teacher of the fourth grade, and her pupils, make a study of the teachings of the Word of God through the words and deeds of the heroes of God whom we call the Christian saints, because they followed Him so closely all the way. The Old Testament, too, has its heroes, whose prayers, words, and deeds were pointed Christward, toward the fulfillment of the Promise of the Word.

If we have followed the history of the Chosen People of God, from the protoevangelium in Genesis, the Promise renewed time after time; if we have been alert to the Great Covenant which the Lord made to Moses and ratified again and again: "I am your God, and you will be My people"; if we have wandered in the desert with God's people, saddened at their lack of fidelity and exulting in their triumphs; if we have entered the Promised Land with

the Children of Israel, and made the acquaintance of the heroes and heroines of the years of the Judges and Kings; if we have marveled at the Providence of the God who guided the destinies of His chosen ones, even during the long, desolate years of their exile; then, and only then, will we be prepared to appreciate the expression of faith and the refrain of hope which resound over and over through the long centuries of waiting for the fulfillment of the Promise, the coming of the Word made Flesh.

Father Van Zeller presents this Biblical saint to us in a manner that should help us to make Daniel, the Man of Desires, live for ourselves and for our pupils. The outward events of his life are more than sufficiently adventure-packed to make Daniel a hero in his own right, whose history should be fascinating to any class of fourth, fifth, or sixth grade hero-worshippers.

We learn that Daniel, a well-bred, well-educated boy of Juda, was carried off into Babylonia as a captive, instead of being allowed to follow his desires of pursuing the study and service of the Law of the Lord. In his pagan surroundings, he was cut off from the daily liturgical worship of God's People, and surrounded by the false cult of the Babylonian and Persian deities. He was saddened to see his own countrymen conforming to the manners of this land of exile. As for himself, Babylon must become the house of God for Daniel. His desire, our author declares, was covered by the one desire, that of doing the will of God. "The Lord is in this place," explains the exiled youth, "and I knew it not."

Through all his years of exile, the man of desires remained faithful to his early education, and he kept the Law of the true God. That same God rewarded his fidelity by being with him, guiding and protecting in times of danger and trial. The wisdom of God counselled the youth in his interpretation of royal dreams.

"There is a God in heaven who revealeth mysteries," Daniel explained to his client, the idolatrous king, who in turn was forced to admit, "Verily your God is the God of gods."

God was with the prophet as he read and interpreted the handwriting on the wall in the banquet hall of another monarch, no less idolatrous but much less noble. Daniel spurned all mention of rewards, fearlessly and clearly expounding, not only the indictment of God on a sinful ruler, but also the reasons be-

The Squirrels

Way up there in that big tree
(point finger upwards—make triangle for tree)

A little squirrel lives happily.
Every day he scampers down
(running action with fingers)

To find some nuts upon the ground.
(form round balls with fingers)
He fills his little cheeks with nuts,
(pat cheeks)

And scampers up the tree, putt, putt.
(running actions with both hands)

He uses his little tail for a broom,
(show arm)

To sweep his floor and clean his room.
(swish arm back and forth)

Let's take a look inside his nest
(put hand over eye, form nest by circling arms)

And guess what you will see?
Three little fuzzy, furry balls,
Squirrel babies, one, two, three.
(show three fingers)

— Sister M. Agnes, O.P.
Holy Cross School
Tacoma 7, Wash.

hind the just punishments of the Most High: "But the God Who hath thy breath in His hand . . . , thou hast not glorified."

Father Van Zeller follows up a comparison between the prophet who courageously rebuked kings for their covetousness and faithlessness, with Another, greater than all the prophets, Who later spoke of a certain rich man to whom the father said, "Thou fool, this night do they require thy soul of thee."

God was with Daniel when he out-

witted the false priests of a false god, destroying once and for all the worship of that particular deity. Father Van Zeller assures us that the name of the idol Bel "occurs no more in the pages of Sacred Scripture." In fact, the author reminds, "no less than four crowned heads . . . bowed to the name of the one true God" because of the wonders that true God performed through His man of desires.

God was with Daniel in those two most dramatic episodes when, through

the plotting of enemies, the prophet was thrown into the den to become the prey of the king of beasts. The almighty power of God stayed the ferocity of the lions on both occasions. Indeed, the Fatherly kindness of God even provided a special dinner from his homeland, Judea, while the captive was awaiting his release. Father Van Zeller almost rouses our sympathy for the poor beasts who were deprived of *their* meal by Divine intervention.

The author, however, is careful to point out that, although there were some thrilling adventures for this captive and captivating hero, there must have been many years of loneliness and numerous disappointments for this man of desires, whose wishes were not always satisfied. But the word of the Lord tells him to "go thy ways until the time appointed . . . and stand in thy lot until the end of days." "Stand in thy lot" — there is the patience of the saints, there is faith.

To return to one more parallel between our greatest Hero, Christ our Redeemer, and his faithful prophet, Father Van Zeller remarks that "Failure was after all the lot of Christ." The mobs rose up against Daniel, as they would later rise up against His Christ. "Thus to Daniel also, as well as to Christ, were *Isaiah's* works appropriate. 'He hath borne the sins of many and hath prayed for the transgressors.'"

Daniel himself wrote the Word of God for the exiled Jews, with a scientific lightness of touch, for to "say sad things cheerfully was so absolutely necessary to the age in which he lived." Our prophet has a message for each of us, but it is a message clothed in words of holy joy.

There Are Many Helps

Several other titles by the same author, which were used as material for further "sharing" talks or in the open discussions which followed, are these: *Isaiah, Man of Ideas* (Westminster, Md.: Newman Press, 1951); *Ezekiel, Man of Signs* (London: Sands & Company, 1944); *Old Testament Stories* (Newman: 1949); and *The Outspoken Ones: Twelve Prophets of Israel and Juda* (New York: Sheed and Ward, 1955).

The Sunday morning "Religion Hour" safely over, four "chosen souls" decided it wasn't too bad after all, this "sharing" idea, even if it did take time, courage and prayer. It was a worthwhile experience; and, as is usually the case, those who put most into a project are those who reap the greatest harvest.

Who can find a Valiant Teacher?

Based on Proverbs 31:10-31

Who shall find a valiant teacher? The price of her is as of things from afar off and from the uttermost planets. The heart of her principal hath trusteth her, and the principal shall have no fear of parents complaining. She will render the children education and not busy work all the days of her life.

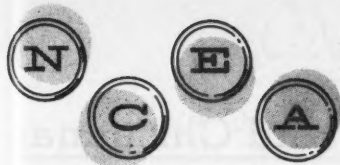
She hath intelligence and hath full control of her subject matter. She hath prepared diligently her lesson plans; her light she hath not put out at night. She hath good health and hath brought "pep" into her classroom. Creativity is hers and the children suffereth not from boredom nor do they yawn all day. Flexibility, too, she possesseth and cheerfully doth change her schedule. She hath put out a helping hand and hath stretched it to the "A," "B," and "C" groups alike.

She hath emphasized the formation of character in her students and hath, herself been their example. She hath opened her mouth to wisdom, and good judgment, and the law of kind speech doth govern her tongue. She hath collected her milk money, picture money, all types of money and hath kept it straight. Her forms, papers, lists she doth deliver to the office in due time. Complaints pass not her lips as she hath shouldered willingly extracurriculum activities.

She hath a gentle humor and each child doth find her to be approachable. Patience she possesseth in abundance; she naggeth not, nor doth she too often scold. "Pets" abound not in her classroom, but she doth mete out equal justice to all.

Her pupils shall rise up and call her blessed; her principal and the P.T.A. shall praise her. Her boys and girls shall be enriched by her. Popularity is deceitful and beauty is vain; the teacher who is Christlike, she shall be praised. As she doth unto Christ's little ones she doth also unto Him; let her works praise her in Paradise.

By Sister Carol Anne, C.S.J.
Santa Clara Grammar School, Oxnard, Calif.



News Notes

This new column will appear frequently, reporting on activities of National Catholic Educational Association

Plans for the 59th Annual NCEA Convention to be held in Detroit, April 24-27, 1962, are rapidly taking shape. During the summer months the NCEA Convention Planning Committee met, decided on the theme "Fostering the Ecumenical Spirit," and forwarded suggestions to departmental presidents. Department program committees presented their recommendations to the various executive committee meetings, held in October.

The detailed planning which includes the assignment of rooms, preparation for necessary facilities, and planning the exhibits has been completed. The necessary revisions will be made as the dates for the Convention draw nearer. Every indication is that the Detroit meeting will be an outstanding event in Catholic education.

Calendar of Educational Meetings

The Research Office of NCEA in early October published the *Calendar of Meetings of 195 National and Regional Educational Associations, 1961-62*. Recognizing the need of all educators for information about dates and places of major meetings, as well as the name of the persons in charge, the association has printed the calendar this year. In doing so it was mindful of the seriousness of the comment, often heard, that Catholic educators, though teaching approximately 11 per cent of the nation's children, exert far less than a commensurate influence on matters educational because of their infrequent participation in the deliberations and decisions of educational bodies. This calendar should aid superiors, college administrators, superintendents of schools, and others of authority in making wise assignments of staff and money for this purpose.

The calendar is available from the NCEA office for 75 cents per copy, two copies for \$1 while the supply lasts.

Merge College Newsletter

The Executive Committee of the College and University Department, after several months of discussion, took action to merge the *College Newsletter* and the *Newsnotes from the President's Desk*. The *College Newsletter* will continue to be published and there will be included in it the regular material now covered in the *Newsnotes from the President's Desk*. The publication will be edited in the Washington office beginning January 1, 1962, and the Associate Secretary for the department was elected as the new editor.

SISTER KRISTEN, O.S.B., who has ably edited the *Newsletter* for the past several years submitted her resignation early in the year and asked to be relieved of her duties as soon as another editor could be elected. The pressure of work in Sister Kristen's community required her resignation.

The department reluctantly accepted the resignation and extended to Sister Kristen sincere appreciation for the valuable services she has rendered higher education and congratulated her on the excellence of the *Newsletter*.

A thorough evaluation of the *Newsletter* and the *Newsnotes* will be made by a committee of the department. A questionnaire will be forwarded shortly to all members of the department for suggestions on the content of both.

New Secondary School Secretary

REV. C. ALBERT KOOB, O.PRAEM., formerly principal of Bishop Neumann High School in Philadelphia, succeeded REV. RICHARD D. MULROY, O.PRAEM., as Associate Secretary for Secondary Schools in the NCEA office. Father Koob brings to his new office practical experience in high school teaching and administration as well as excellent academic preparation. Father Mulroy has returned to St. Norbert Abbey in De Pere where he is now rector of the seminary.

Training for FLES Instructors

In a paper recently presented by SISTER RICHARDINE, Associate Secretary for the Elementary School Department, it was pointed out that "since 1955, the growth of foreign language study in elementary schools in the country has been steadily increasing. In 1959-60, the total number of pupils studying a foreign language in the elementary schools in the United States (K-8) was 1,227,006 according to reports received from approximately 8000 elementary schools in the United States: public, nonpublic, independent, and laboratory. The public elementary schools reported a total of 1,030,097 or 84 per cent of the total. Of the total public elementary school FLES enrollment, 692,716 (67.2 per cent) were in regular classroom programs and 337,381 (32.8 per cent) were receiving instruction by television."

Sister Richardine observed that since more than 1000 Catholic elementary schools now have foreign language programs, special preparation in this field seems a necessary part of the pre-service preparation of our elementary school teachers.

Plans Pictorial History

The Elementary School Department is compiling during the coming year, a pictorial history of education in Catholic elementary schools. Schools are invited to send colored photographs, 8 by 10 inches, portraying any unique program which the school is featuring this year. Action photos are preferred and may include graphic lessons in religion, civics, spelling, etc., unusual classes, FLES demonstrations, automated learning, etc. Detailed information about the project may be obtained by writing to the Elementary School Department of the NCEA. An exhibit will be displayed at the NCEA spring convention in Detroit and the photographs together with detailed information about them which will be submitted by the schools will be used for other purposes which further Catholic education.

New Center for Retarded

The Special Education Department is gratified to report that President Kennedy has proposed a new Federal Health Center for the Retarded. Because the retarded children constitute the largest single group of handicapped children in the United States, 2 per cent of the total school population, they pose a problem of national concern. The department, together with all Catholic educators, will watch with interest the fruits of the new federal center and particularly the reports of the research on the causes of mental retardation.



Projects for Advent and Christmas

Living with the Advent Liturgy

By Sister M. Alexandrine, S.S.J.

St. Joan of Arc School, St. Clair Shores, Mich.

■ IN ORDER more perfectly to fulfill the counsel of the Church, "to restore all things in Christ," the faculty and administration of St. Joan of Arc School endeavored to pervade the education and celebration of Christmas with the spirit of the liturgy. Our instruction found its orientation in the rich patterns of traditional worship, and evolved around three deeply beautiful symbols of the Advent and Christmas seasons: the Jesse Tree, the O Antiphons, and the Advent Wreath.

Basic to an understanding of the mystery of the Incarnation is that it is a story whose beginnings are rooted not only in history, but in the innermost recesses of eternity. As man, Christ's entrance into time is elicited by the fall of our first parents; and the ensuing course of events involves the destiny of a whole race of people. The working out of that destiny is essential in the

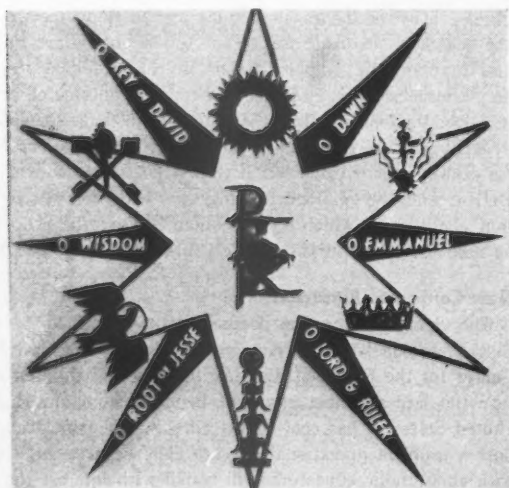
forming of the historical Christ. It is the record of these events in their simplest, yet most significant, outline that the Jesse Tree portrays in symbolic ornaments.

The Jesse Tree

At the base of the trunk, an apple represents the sin of Adam and Eve, the "root" and origin of events of the family tree of Christ, which is also the family tree of all mankind. The narration continues up the tree as a segment of history is set forth in each symbol. There are a wide range of figures and characters which may be employed.

Our Jesse Tree, formed of pine branches, was arranged on chartreuse velour with gold-edged red ornaments; its position of prominence in one of the two showcases in the entrance to the main corridor of the school, and our desire for large characters required us

to restrict our selections to the highlights of the Messianic story: the fall of man; Noah and the flood; the burning bush in which God made Himself known to Moses; the giving of the Law and the forming of the Covenant with the Israelite nation, symbolized by the waves and tablets of stone; the Paschal Lamb, already giving definitive form to the character of the Messiah as victim; the ladder of Jacob, signifying the renewal of the promise made to Abraham concerning the birth of the Redeemer; the sword with which the valiant Judith, a type of Mary, beheaded the leader of her people's enemy; the key of David, representing the sovereign authority of the Christ; the mystical symbolism of Jonas and the whale; and finally, as complements of each other, the tradesman's tools of the humble St. Joseph, and the queenly insignia of the Virgin Mary. The Tree has at its summit the



Two designs for a bulletin board feature the O Antiphons and the Jesse Tree, devotional symbols of Advent and Christmas

Advent Song for My Class

Christ is coming to this cold cave
On a wintry night. Will you be as brave?
Will you make a crib for the Infant Christ
Of the little things you have sacrificed?

The Word of God will be silent here.
Will you guard your tongue with holy fear?
Here, He will be obedient.
Can you bend your will to the law He sent?
Will you do your work with a cheerful face
To keep Him warm in this comfortless place?
Will you walk in the presence of God all day,
And stop in the chapel at times to pray?

Will you do the unpleasant task as well
As the one you like? When you hear the bell,
Will you check your noise and undue haste,
And see that your books are not misplaced?
Will you give your neighbor the right of way,
And show your teachers respect all day?

Will you think more of things to give
Than of the gifts you will receive?
All these acts will a welcome be
To Him who comes for you and me.
If Advent's message comes home to you,
You'll be happy at Christmas and all year through.

— Sister M. Albertina, C.D.P.
Lexington, Ky.

symbol for the most climactic moment of history: the birth of the Saviour.

The "O" Antiphons

Across from the Jesse Tree we situated a symbolic representation of the "O" Antiphons. These seven beautiful and highly significant antiphons, taken directly from the Office, are the liturgy's immediate preparation for Christmas. For artistic purposes, we combined two of them in order to form a six-pointed star. The colors we chose were royal blue and gold on ivory corrugated paper.

In the "O" Antiphons a brilliant description of the character of the Messiah is set forth. The first, "O Wisdom," touches upon the divine nature of Christ and His eternal generation from the Father; thus, the symbol of the Holy Spirit, bond of the Father and the Son as well as the Giver of true knowledge.

Reference is made to the Law of Moses and the Covenant with the Israelites in the second antiphon, "O Lord of Lords." We connected with it the sixth antiphon, "O King of Nations," in which specific allusion is made to Christ as saviour of the Gentiles. These two highlight His royal mission; in correlating them we addressed Him as "Lord and Ruler," and used a crown to signify His kingship.

The third antiphon, "O Root of Jesse," is redolent of the Jesse Tree symbolism and recalls the human lineage of Jesus. Reference to His divine sovereignty is contained in the antiphon, "O Key of David." The keys symbolize Christ's title to David's kingdom.

The figure of the sun and the anti-

phon, "O Rising Dawn," speak of one of the most beautiful references to the Saviour; just as the sun gives light and radiance and clarity to nature, Christ imparts spiritual enlightenment to our souls. The antiphons are climaxed in the seventh: "O Emmanuel," for all the others have been an anticipation; the last is fulfillment: God is with us.

The Advent Wreath

Perhaps the symbolism of the Advent wreath is the most familiar to the faithful. We located our wreath in the center of the main corridor. Each week a representative of a segment of the school "family" would light it; thus, a first-grade girl, and eighth-grade boy, one of the priests, and our mother superior took their turns in lighting the candles that symbolize the four great epochs of history. The whole school was enabled to participate over the public-address system, and one class of each of the fourth, fifth, sixth, seventh, and eighth grades led the rest of the student body in the singing of "O Come, O Come Emmanuel" as the lighting ceremony was completed.

Classroom Activities

In the various grades, teachers endeavored to impart the liturgy according to the capacities of each age level. Teachers of primary children instilled an appreciation for the Old Testament forerunners of Christ by means of a simple visual aid. The names of Biblical characters were listed on a bulletin board under the heading: "They prepared for Christ." Next to them was placed a list of the names of the chil-

dren themselves with the caption: "We are preparing for Christ."

Decorations in the classrooms were consonant with the spirit of the liturgy: the Infant was not placed in the crib until after Christmas. In addition to the traditional carols, children were introduced to the simplicity and richness of the Psalms. Verses of Scripture were readily adapted for self-made Christmas cards. Especially appropriate as a teaching device was the use of such lines from the Prophetic Books as foretold the birth of the Saviour.

In the upper grades, opportunities for drawing on the liturgy increased. Several classes took as a project to discover the ways in which Christmas is celebrated in other countries, thus increasing their perspective of the season with the traditional religious customs of Europe and the Orient.

One fifth-grade class took as a project the writing and preparing of a play based on the prophecies of the birth of Christ. To highlight their efforts, they tape recorded its performances, and so enabled other grades to benefit from their efforts.

In retrospect, teachers and students fully realized the deepening appreciation which their liturgical preparations had given to the meaning of Advent and Christmas. As with all such rewarding enterprises, we look upon it as only a beginning for further application of the treasures of the liturgy in our school; and it is in the hope that the suggestions which we found so profitable may prove advantageous for others, also, that we wish to share our endeavors.

Make a Jolly Santa Claus

By Trevor Wyatt Moore

Holy Trinity School, Barberton, Ohio

■ CONES and cylinders are the building blocks of paper sculpture. With the exception of his features and trim, this Jolly Santa is built entirely of cones and cylinders. Here is a class art project that can be used for table decorations or as party favors.

Study the patterns carefully; they are reproduced in scale on the opposite page. Draw your patterns according to the dimensions given. Since each part is drawn to the same scale as the main parts of the body, by use of squares or proportionate enlarging, you can make Santa as large as you wish. This project uses red, black, white, and yellow construction paper.

First, cut out all parts in all colors. Wherever short lines are enscribed on the edges of parts, cut in with a knife or scissors and curl them back with the blade. Roll two large red cones, B, one slightly smaller than the other. The larger cone will be Santa's head and shoulders and will overhang the smaller cone used for his trousers.

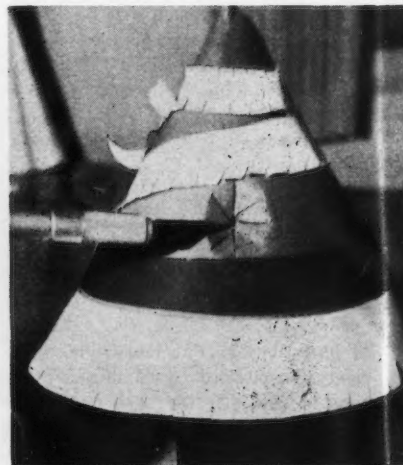
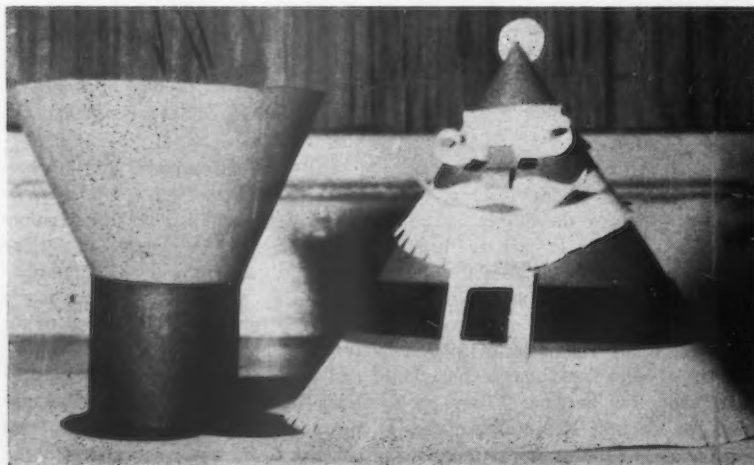
Glue the large red cones. Then cut out the feet D. Strip A is rolled and glued as a cylinder for Santa's boots. Make the feet, boot, and trouser assembly as shown in the first photo.

The torso cone is shown in the same photo with features and decorations added. It is not necessary to make tabs for joining parts, if Elmer's Glue is used. Apply the white glue sparingly around the edges of the boot cylinder A; arrange feet as you want them, and press down the glued edge of cylinder A onto the feet immediately. Feet will adhere almost instantly. Do not worry about excess glue as it will dry invisibly. Use the same gluing technique later when joining the upper, larger cone to the bottom trouser cone.

It is best to assemble all features and trim, with the exception of arms and mittens, onto the torso before it

is joined to the bottom cone. First cut a small slot into the vertex of the top cone, touch a bit of glue to the pom-pom circle and insert in the slot. A short way down the cone, glue on the circular strip that is the fur trim on his cap. Before applying features, attach the beard, H, the same way, making sure that in the back, it meets the fur trim of the cap. All seams should meet at the rear of the cone in the same position. After beard is applied, attach the moustache, curling the ends with a blade. Leave a little red showing between beard and moustache to indicate a smiling red mouth.

Eyebrows and eyes are not indicated on the pattern. Eyebrows are short, narrow strips of white paper attached with glue at the inside ends toward the center of the face. Outer ends are



curled with a blade. For the nose, cut a narrow strip of red paper ($\frac{1}{4}$ by 3 in.) and roll up tightly on a toothpick. Glue so it will not unroll, and attach to face directly above moustache. Then add the eyes, tiny rectangles of black paper.

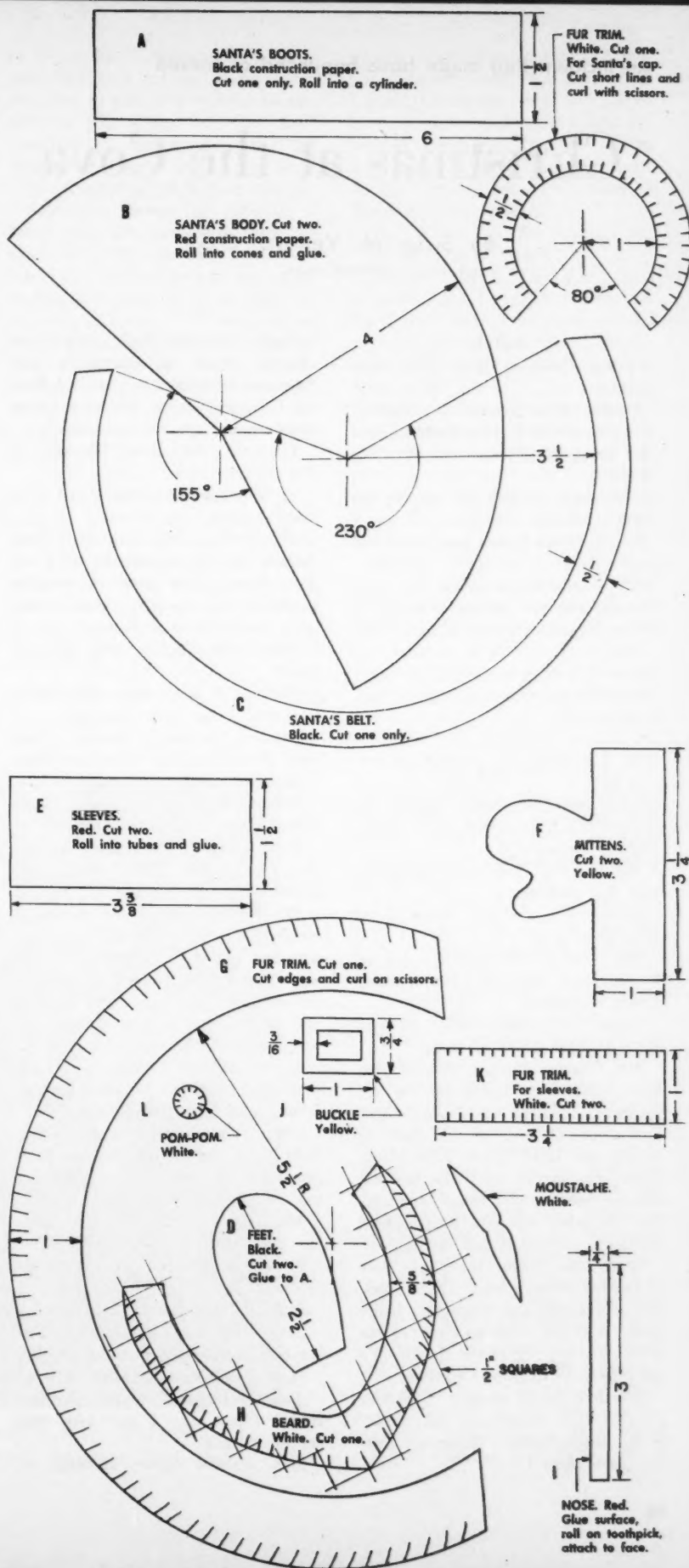
Now it is time to add Santa's black belt. Apply glue to one side and wrap it around his body at a point just below his beard in the front; match the seam with other seams at back, cutting off any excess length. Attach the fur trim to his coat by gluing the entire circumference of the cone $\frac{1}{8}$ in. from the bottom. The trim should overhang the cone by at least $\frac{1}{2}$ in., once again matching seams in the back. Lightly glue the yellow buckle into place.

When the top is complete except for the arms, assemble the top cone to the bottom cone as mentioned before. Apply firm, even, downward pressure on the top cone when joining.

The red sleeves E have been rolled into cylinders and glued at the seams. White fur trim K has received the same treatment. The hands F have also been rolled and glued at the wrists. Remember to keep the thumb of each hand pointing upward. Put a little glue on the red sleeve and slide on the white cylinder representing the fur trim. Apply glue to the wrists of mittens and insert into the complete assembly. To attach the arms, use a pencil to lightly inscribe a circle on the side of the body slightly larger than the diameter of each arm cylinder. With a sharp X-acto blade cut flaps within the circle as indicated in photo 2. Apply glue to all the little flaps, then gently insert hand and arm into the body (remember keep the thumbs up). Allow about 5 minutes for glue to set.

Santa is now complete. You may want to exercise your imagination as to the shape and placement of his features. Perhaps you could use stars for eyes, or bulge them, or make a bigger nose. Perhaps, to simplify the project, you might just want to use the top half of the body with the features applied, as a more comical and conical suggestion of Good Saint Nick. If you wish, add a small cone of brown paper, standing on its point and spot-glued to the front and slightly to one side of his body. This suggests his bag and might be used for candy or nuts as a party favor.

Drawings at right are $\frac{1}{2}$ scale.



Christmas at the Cova

By Sister M. Venard, O.S.F.

Assisi Heights, Rochester, Minn.

ACT I

TIME: Christmas Eve, 1917; early afternoon.

PLACE: The Hamlet of Aljustal, just this side of Fatima, Portugal, near the home of Jacinta and Francisco Marto.

CHILDREN: Singing and playing the game. *Christmas Crown*.

"The Christmas Crown goes round and round, la la

Wear it gaily if you can, la la

The one who gets to wear it fast, la la
Is our Christmas Queen (King) at last,
la la

Ah la la la la la la, la la

The Christmas Queen, (King) of Portugal, la la

Ah la la la la la la, la la

Hail our Christmas Queen (King),
la la."

[Repeat entire song using "King." See Appendix A. As children finish game, Pilgrims approach.]

MR. CANTOS: Christmas Blessings to you, dear children.

CHILDREN: And the Infant King bless all of you!

MR. CANTOS: Are Lucia, Jacinta, or Francisco, to whom our Lady appeared among you there?

PEDRO: No, Señor. They are still out with their flocks of sheep.

MR. CANTOS: We are Pilgrims that have come from Lisbon to see the shepherd children of Fatima. Mrs. Cantos and I wish to ask them to pray to our Lady for our little Maria. [Puts arm around her.] She has lost one eye because of a tumor, and may lose the other eye. Are the shepherd children's parents around perhaps?

PEDRO: No, Señor. They have gone to Ourem to the market. That [pointing] is Jacinta's and Francisco's house there. Well, we must go now [to the other children]: On to the church. [To the Pilgrims]: Christmas blessings.

[Children go off singing "Christmas Crown." Hear Francisco's call "Hola" in the distance while children are singing. Then closer.]

PEDRO [running back]: They are coming. There is Francisco's call. [Again hear "Hola" very close.] Here are Lucia and Jacinta. [Pedro waves to girls running off. Francisco enters.]

PILGRIMS: Christmas Blessings to you!

3 CHILDREN: May the Infant King bless you too.

MR. CANTOS: We have come from Lisbon, my wife, my friends, and I and little Maria [puts hand on shoulder regarding her lovingly. She breaks away running over to Jacinta.]

MARIA: Oh Jacinta, what do you have?

JACINTA: It is my little lamb, Dove.

MARIA: Please may I pet her?

JACINTA [nodding]: She has a sore foot. Would you like to see my other little lambs, Snow and Star?

MARIA: Oh, I would, I would! Please may I, Papa—Mama?

MRS. CANTOS: Of course, Darling. But, be careful. [Exit Jacinta and Maria.]

MR. CANTOS: Lucia and Francisco, we don't like to bother you on Christmas Eve, but if you would be so kind as to pray to Our Lady of the Rosary for our little girl's eye. She has lost one eye because of a tumor and she may lose her other eye.

MRS. CANTOS: Perhaps our Lady would ask her Son to grant us this favor: special for His birthday!

LUCIA: We will pray the Rosary for little Maria and for you, but you must promise to say the Rosary every day too. Our Lady said we should.

MRS. CANTOS: Oh, we will. What else did our Lady tell you?

FRANCISCO: She said we must make sacrifices.

PILGRIM: How did our Lady look?

LUCIA: She was beautiful like shining light. [Enter Jacinta and Maria.]

MARIA [running ahead]: Oh, Mama!—Papa!—Jacinta has the sweetest lambs! Please may I stay here with her for a while?

MRS. CANTOS [after exchange of

glances]: But this is Christmas Eve, child. They have things to do.

JACINTA: I would like Maria to stay, if she could.

MR. CANTOS: Well, for a while—until we see the Padre in Fatima. But be careful. [To pilgrims] Let us go over to Fatima now. [Exit Pilgrims, Maria waving and smiling.]

LUCIA: First would you like to go to the Cova with us to pray the Rosary?

MARIA: Do you mean to the place you saw our Lady?

JACINTA: Yes, Maria.

MARIA: Oh, I would! Let's go.

[Exit. Curtain. End of Act I.]

ACT II

[A short time later at the Cova de Iria. As scene opens children are kneeling facing toward Cova finishing the Rosary.]

LUCIA: Hail Mary, etc. [3 times: soft, louder, loud.]

OTHERS: Holy Mary, etc. [3 times: soft, louder, loud.]

LUCIA: Glory be, etc.

OTHERS: As it was, etc.

3 CHILDREN: "O my Jesus, forgive us our sins; save us from the fire of hell, lead all souls to heaven, especially those who are most in need of Thy mercy."

ALL: In the name, etc. [Rise.]

MARIA: Did our Lady teach you that prayer?

LUCIA: Yes, she did, Maria. Our Lady told us to say the Rosary every day and to say that prayer after each decade.

MARIA [looking around]: And this is where you saw our Lady?

LUCIA: Yes, right here.

MARIA: Was she very pretty?

LUCIA: She was more beautiful than anyone in the whole world—and was all white and shining.

FRANCISCO: As bright as the sun! It hurt my eyes to look at her.

JACINTA: She showed us her purest heart, her sweet heart pierced with love.

MARIA: What else did she tell you to do?

LUCIA: Our Lady told us to make sacrifices.

MARIA: How do you make sacrifices?

LUCIA: We don't drink water when we are thirsty.

JACINTA: We give food to poor children.

FRANCISCO: We do these things to show our Lord that we are sorry.

JACINTA: To tell Him we love Him.
 LUCIA: And to offer Him gifts.
 MARIA: And now for His birthday are you going to give *Jesus* any special gift? [*Look at each other.*]

LUCIA: We have our secret gift. But first, to honor the Infant on His birthday, let me give you a gift. Here is the rosary I use each day.

MARIA: For me? Oh, Lucia!

JACINTA: And I will give you my pet lamb, Dove, for your very own.

MARIA: Oh, Jacinta! How kind you are!

FRANCISCO: You may have my fife, Maria. It took me three days to make it.

MARIA: Thank you, Francisco—all of you. Your gifts make me want to give too.

MARIA: I will give Jesus what I want the most. I won't ask Him to save my other eye.

LUCIA: A wonderful gift.

FRANCISCO: The best gift.

JACINTA: Oh Maria, you have given Jesus the greatest gift—the gift of love from your heart. [*Dance around.*]

LUCIA [*sits down*]: Jacinta, Francisco. [*Others gather and sit, Francis-*

co on one knee.] What we have given Jesus isn't much and now we are poorer than ever in gifts to give Him. All our gifts to Him always seem so small compared to His gifts to us. Oh, Maria, how I would like to give Jesus a special birthday gift, a great surprise.

FRANCISCO [*jumps up excited*]: I know what I'd give Him! I would throw up to Him the fiery ball of the sun—His beautiful lamp to play with; to fling from north to south, from east to west, to bounce back in flames of color at His Infant feet [*running up hill*]—I love the sun, the flaming sun, the fiery sun! [*Stands with arms outstretched toward sun.*]

[*Francisco sits down, chin on knees as Dance of Fire begins.*]

VERSE CHOIR . . . [*See appendix B.*]

[*After Dance of Fire*]:

LUCIA [*jumping up*]: Now, I know a surprise for Jesus too. I'd give Him the wind to play music for Him—gentle, swaying, swirling, whirling, blustering, roaring music. [*Sits down as Dance of Wind begins.*]

VERSE CHOIR . . . [*See Appendix C.*]

[*After Dance of Wind*]:

JACINTA [*rising*]: Oh, I would like

to give Jesus all the flowers and butterflies in the world. But *most* of all I would like to take down our Lady's lamp, the silver moon, for a light behind His head, and then take all the little stars, the angels' lamps for lights on His birthday cake. [*Sits down as Dance of Stars begins.*]

VERSE CHOIR . . . [*See Appendix D.*]

[*After Dance of Stars*]:

MARIA [*standing*]: I am glad I know a beautiful gift I could give Jesus too. I'd sprinkle down sparkling snowflakes to make His earth as bright as diamonds. [*Sits down as Dance of Snowflakes begins.*]

VERSE CHOIR . . . [*See appendix E.*]

[*After Dance of Snowflakes*]:

LUCIA [*sitting — musing*]: What gifts we would give Him! [*Standing*] But let us get back now. [*Calling*] Francisco, are you coming—Francisco!

JACINTA: Francisco! [*Girls start toward hill. Francisco rises.*]

FRANCISCO: I'm coming [*starts down hill*]. I was just thinking it will be Christmas all the time in heaven.

JACINTA: Let's sing for Christmas! [*Exit over low hill to right singing hymn, "O, Come Little Children." End of Act II.*]

ACT III

TIME: Christmas, 1917, in heaven.

[*As scene opens, Tableau: Holy Family, Four Archangels, Angel of Portugal, little angels kneeling around singing.*]

[*Angel of Portugal bows to Holy Family. Then Angel Gabriel bows and looking towards Angel of Portugal says*]:

ANGEL GABRIEL: Speak, O Angel of Portugal, Bright Angel of Peace.

ANGEL OF PORTUGAL: On this Christmas, 1917, I am bringing to Christ Our Lord, all the gifts from the people and children of my country. The most precious I have are those given from Lucia, Jacinta, Francisco, and Maria. They are gifts of love from their little hearts. The Infant King and His Mother delight in receiving these love gifts from children all over the world.

Let all nations, all people, all children praise and adore and love our Lord. May Jesus through Mary, The Queen of All Hearts, find a home in the heart of each person in the world this Christmas and every Christmas from now down all the Ages of Time.

[*Children come up aisles singing, "Angels' Lullaby"; then sing "Noel," "Mary's Lullaby," and finally "Silent*



This authentic photograph taken in May, 1917, shows the three children of Fatima: Lucia, Francisco, and Jacinta.

Night" — Standing — down below —
gazing toward heaven. See appendix F.]

APPENDIX A

1ST VERSE:

Players are in a circle; one boy with the crown skips around outside circle, stopping on la-la (clap-clap) holding crown above head (girl's). Crowns player on last measure la-la.

2ND VERSE:

"Queen" moves to center — players in circle, join hands and skip counter clockwise on Ah-la; reverse for 2nd phrase; again counterclockwise on "Ah-la." Stop on "Hail our Christmas Queen!" right arms raised.

Repeat entire dance and song choosing "King" — "Queen" skipping around with crown.

APPENDIX B: FIRE DANCE

By Sister M. Agnes, O.S.F.

VERSE CHOIR: Great ball of fire . . .
Creeping, creeping, creeping, creeping.
higher, higher, higher.
Creeping, creeping, creeping, creeping.
fire! fire! fire!

Darting, leaping, darting, leaping.
tower, tower, tower.

Darting, leaping, darting, leaping.
power! power! power!

Creeping close! Creeping close!
'til our strength is o-n-e!

Creeping close! Creeping close!
forming the great SUN ---!

Firey ball! Firey ball!
rolling, 'round and 'round

Firey ball! Firey ball!
hurled above the ground!

[Repeat 4-3-2-1.]

[V.C. Soft, low voices, gradually increasing in volume, tom-tom fashion. Count: heavy, light. 1st 2 verses. Change accent to heavy light, medium in 3rd verse; medium light, heavy in 4th verse.]

[Dancers enter in 2 lines from stage rt. front end stand lft. middle, with crouching "Indian" step 1st verse line, raising upper body and arms on alternate lines.]

[Proceed to center circle, leader from rt. beginning "snail" formation; leader from lft. hooking on to the end of rt. line.]

[On Repeat stanzas, uncoil "snail" with single line following leader off.]

APPENDIX C: WIND DANCE

By Sister Mary Agnes, O.S.F.

VERSE CHOIR: The wind Ooo ---
ooo! the wind . . .!

Gently dancing little breezes
prancing through the skies

Gaily teasing every creature,
whispering wordless sighs.

Bigger, graceful, gliding winds
through the treetops rise,

Restraining thoughtless flurries
with pace that dignifies.

Bold, blustering, thunderous winds
shelter great surprise.

Dark, tumbling, giant strides
dare plunder in disguise.

[Repeat 1-2-3.]

[Before Repeat, when all dancers are in line on stage, lines could, in place. 1. twirl; 2. sway; 3. twirl, as V.C. chants: Ooo --- ooo! Ooo --- ooo!]

[V.C. 1st v., light, airy voices in lively staccato.]

[Dancers enter in single line, hands joined and up; small, silk, pastel scarf floating from wrist; tiny running side-steps.]

[V.C. 2nd v., medium flowing voices Count: 1-2, heavy, light. 2nd line of dancers enter from middle side, moving forward with side glide step, moving arms upward at count of 1, downward swoop as step is closed on count of 2.]

[V.C. 3rd v., heavy, deliberate, dramatic tones. Slower. Dancers enter in single line from side middle with side stride 1-2, then slow twirl forward, circling scarf overhead on 3-4.]

APPENDIX D: STAR DANCE

By Sister Mary Agnes, O.S.F.

VERSE CHOIR: Twinkling, sparkling,
dancing, shining — little stars. . .

Twinkling, twinkling, twinkling.
twinkling

Dancing through the dark.

Twinkling, twinkling, twinkling.
twinkling

Scintillating spark!

Sparkling, sparkling, sparkling.

sparkling

Like the Christmas Star!

Sparkling, sparkling, sparkling.

sparkling

Sending rays afar!

Dancing, dancing, dancing, dancing
clothed in silver sheen;

Dancing, dancing, dancing, dancing
Joyously serene!

Twinkling, sparkling, dancing, shining
'Til the night is gone.

Twinkling, sparkling, dancing, shining
Scattering into dawn.

[V.C. Light, bright voices, crisp t's; ring "ing." Count: 1-a-and-a, 2-a-and-a. Cue "twinkle" for each movement of leader.]

[Leader enters from side front 1 group of dancers enters from each side middle, after leader sprinkles stardust. Break between each stanza while dancers assume new position.]

cers assume new position.]

[1. After introductory line, star leader crosses to middle of stage in 4 movements of 3 running steps and a peak, alternating peeks to front, then back. Scatters stardust.]

[2. Boys run to center forming inner circle; girls follow, forming outer circle.]

[3. 1st 2 verse lines: hands joined, small running steps half way round the ring; inner, clockwise; outer, counterclockwise. Reverse for remaining 2 verse lines.]

[4. 2nd verse: outer circle stoops, inner circle forms star with rt. hands joined in the center, while rotating clockwise. Second 2 lines, reverse.]

[5. 3rd verse: girls duck heads under boys joined hands, moving clockwise 1st 2 lines; reverse movement after girls duck back and boys duck under.]

[6. Twirl with small running steps in place. Fingers up and dancing. Scatter to wings.]

APPENDIX E: SNOWFLAKE DANCE

By Sister M. Agnes, O.S.F.

VERSE CHOIR: Pure --- radiant ---
snow. . .

Quietly, quietly.

Softly at night.

Quietly, quietly,

Making earth bright.

Twirl around, twirl around.

Glistening in light.

Twirl around, twirl around.

In heavenly flight.

[Repeat as needed.]

[V.C. Hushed voices throughout with definite pause after each 3 syllables. Count 1-2-3 pause.]

[Dancers enter from each side back and proceed in diagonal line to front center, then straight across front to side front wings.]

[1st v. 3 slow steps, point (begin with rt. ft.)]

[2nd v. Twirl around to slow count of 3, then point, alternating feet. Continue two verse movements until off-stage.]

APPENDIX F

"Angels' Lullaby," Around the Year in Picture and Song, by Father Francis.

"Noel," Around the Year in Picture and Song, by Father Francis.

"Mary's Lullaby," Our Land of Song. Burchard and Company, Boston, Mass.

"Silent Night," St. Gregory Hymnal, page 15 f.

ADVENT WREATH

By Brother E. Ignatius, F.S.C.

Ammendale Normal Institute, Beltsville (P.O.), Md.



Evergreen twigs are fastened to the hoop-ring with its four wood-block candle holders.

ADVENT, first season of the Church year, means "coming." It is the time when the faithful prepare by prayer and penance for the coming of Christ at Christmas. It is also a period of hopeful expectation symbolic of the long ages during which repentant man awaited the Redeemer. God required His rebellious children to remain for long ages in spiritual darkness before fulfilling the promise. Lest man should despair, meanwhile, in his fallen state, God mercifully inspired prophets to foretell when, where, and how the Messiah would arise and rescue His people. Gradually man came to know more clearly the signs and wonders that would herald the Savior's appearance.

Though Christ fulfilled all the Messianic prophecies exactly, there are many souls in which He finds little welcome, or none at all. Throughout Advent the Church, speaking in the name of God, continues to use in her liturgy the inspired prophets' words to reassure her children, as the seers did of old,

that a Savior soon will be born. To the just He will bring greater blessings. Sinners need say only a heartfelt word of repentance to break the chain of sin which fetters them. "Behold, the Lord shall come to save the nations; and the Lord shall make the glory of His voice to be heard in the joy of your heart," she exclaims with the Royal Prophet (*Ps. 30:30*), at the Introit of the Second Sunday of Advent Mass. Throughout this holy season the Church voices humanity's longing for a Redeemer in her Masses, Divine Office, and the Greater "O" Antiphons. "O Root of Jesse, Who standest for an ensign of the people . . . come to deliver us" (*Dec. 19, St. Andrew's Daily Missal*), she prays.

At present Advent has lost much of its former austere character, although purple vestments are still retained for seasonal Masses. They may be replaced

on Gaudete Sunday, the third in Advent, by rose colored ones. Flowers on the altar and organ music are also permitted on this Sunday. Obligatory fasts are restricted to the December Ember Days which always occur during this season.

A Symbol of Hope

The four-candle Advent wreath with its circle of ribbon-entwined evergreen boughs has caught the people's fancy and is emerging as the most popular pre-Christmas devotion.

The wreath spurs reflective thinking in this sin-torn world while silently the family for its Advent repast at eventide and watches, each succeeding week, another flickering candle casting brighter light into night's gloomy darkness. Thus springs hope within the human heart that Christ the Sun of Justice soon will come and, by His undimmed brightness



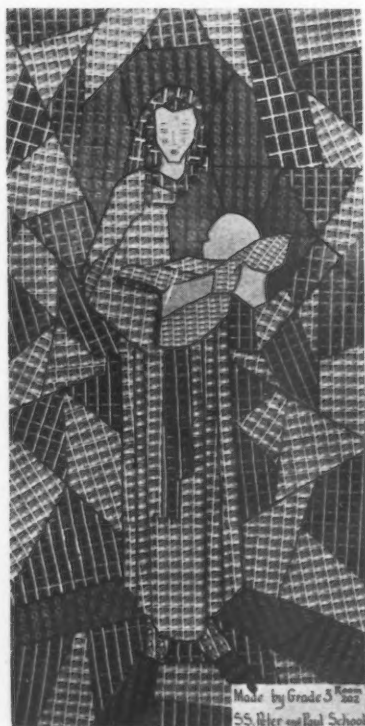
Advent quotations for each week will stand beside the wreath.



The wreath, candles, scroll for the week, and extra evergreens are placed on a table in the novitiate dining room. The master of novices lights the first candle.

break the strangling grip of gruesome hell's dark power o'er the sin-stained soul of fallen man.

How significant with their plain and hidden meanings Advent's longing prayers will then become, especially to the faithful whose keen penetrative minds pierce far beneath the wreath's symbolic cast of lights and green-hued boughs! Fortunate is the family that, additionally, follows daily Mass and, if possible, Sunday vespers in a missal packed with full liturgical prayers proper to the season, and authoritative commentaries to explain the meaning of each offering and ceremony which the Bride of Christ, His Church, prescribes for Advent's long and holy period.



MADONNA STAMP MOSAIC

Using 2958 Holy Childhood and saint seals, third grade students of SS. Peter and Paul School, Mankato, Minnesota, constructed a Madonna mosaic as an Advent project.

Their teacher, Sister M. Josetta, S.S.N.D., sketched the stained glass type design on stiff cardboard. After printed material had been cut from the seals, children filled the 95 sections with stamps issued in various years. Each child was responsible for a definite part of the mosaic.

If the family that "prays together stays together," *a fortiori* the family that makes construction of an Advent wreath a home corporate endeavor probably will pray all the more fervently together before this fruit of their labor and unitive love. Priests, teachers, radio-TV commentators and Catholic journalists, if they will, can combine forces and channel their united zeal towards at least one grand effort to stimulate action among their clientele. Repetition of the message by community leaders will be a twofold psychological factor in producing results.

A Wreath for Home or School

The teacher, too, enjoys a double advantage: he, or she, can encourage Advent wreath construction as a homeroom class project and observe the ritual during religion class on the Friday before each Sunday of Advent. His personal enthusiasm and discreet missionary appeal to the home through the child usually will be successful. Youngsters school trained in wreath building will furnish building skills should unwilling parents balk on a "green thumb" alibi.

Any family can assemble its own wreath if a few simple tools and easily obtainable materials are provided. A fruit-basket hoop makes a sturdy circular frame which symbolizes the Savior's eternity. "Of His kingdom there shall be no end" (Isa. 9:6). Nail at equal distances inside the hoop four small rectangular blocks of wood into each of which a hole has been drilled for an upright candle. White candles generally are used because they represent the body of Christ, although in some localities this preference gives way to colors which match the hues of Advent's Sunday vestments: three purple and one rose or pink (for Gaudete Sunday).

Green is a symbol of hope and evergreens are reminders that the goodness and mercy of God "endureth forever." Gather whatever type of native green is available—balsam, fir, pine, cedar, holly, boxwood, etc.—or purchase locally a small Christmas tree from which to cut twigs for the wreath. Then, fasten the evergreen to the frame with thin wire, or entwine it with ribbons of purple, a reminder of penance. A bow of purple ribbon is placed on the frame's outer side, although some wreaths sport a Christmas red bow. Fasten four lightweight chains to the wreath, converging a few feet above the candles and the job is complete. Purple or red ribbons

are sometimes substituted for the chains. The wreath is then ready for hanging horizontally from a ceiling hook or lamp fixture. It also may be laid flat on the diningroom table.

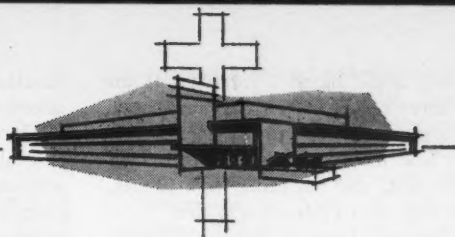
Prudence cautions that the wreath's highly flammable wood, evergreens, and ribbons be sprayed before use with fireproofing chemicals and that candles be fastened securely enough to preclude the possibility of accidents, especially when young children in the family may be tempted to handle the lighted tapers at moments of unsupervision.

Some churches, schools, and homes retain the Advent wreath throughout Christmastide with all four candles burning at appropriate times. The purple ribbons are then replaced with others of red and gold. In some countries a fifth "Christmas candle," representing the newborn Christ Child, is placed at the wreath's center, although in America the wreath itself generally gives place after Christmas Eve to traditional wall, door, and window upright evergreen wreaths, garlands, or table-top decorations.

Appropriate Prayers

There is no official Advent wreath ritual prescribed but inexpensive leaflets replete with prayers and rites for the ceremony may be had from the Altar and Home Press, Conception, Mo., or perhaps locally in the parish church pamphlet rack. A simplified form for home and school use appeared in the November, 1960, *Eucharistic Crusader*, Apostleship of Prayer, 515 E. Fordham Road, New York 58, N. Y., p. 3. Many diocesan newspapers give full coverage to this topic. Write or phone the editor of your paper to inquire about a wreath article and contact your favorite TV station's directors suggesting a "How to Make an Advent Wreath" (and other do-it-yourself Christmas accessories, gift wrapping, etc.) program. Have a few skilled volunteers available to model a TV show if the stations cannot provide their own talent for that particular job.

For those lacking time, equipment, and skill to make a home wreath, a kit complete with all necessary component parts, except the evergreens, to construct and equip an Advent wreath, may be purchased locally at your religious goods store, or other places where Christmas materials are sold. The Will & Baumer Co., Syracuse, N. Y., markets for \$1.98, such a kit and includes a leaflet of instruction and ceremonial prayers.



Foreign Language Homework

By Rev. Robert R. De Rouen, S.J.

Chaplain Kapavm Mem. H. S., Wichita 8, Kans.

■ AT THE BEGINNING of each school year I give my students of Spanish a dittoed sheet with several steps on how I want them to do their studying at home. Other teachers may find some of these ideas helpful, as they have proved helpful to my students.

Step one: Have a quiet study—the same place each evening, and well lighted; no television, radio, or telephone in the area. Prepare several sheets of scrap paper, colored pencils, and flash cards.

Step two: *Alta voz*: read the assigned matter over aloud for ten minutes or longer. This is usually the text of a lesson, a passage from the New Testament in Spanish, or a selection from a Spanish newspaper or book that we are taking in class at the time. I also use Rev. A. Heeg's *Jesus Y Yo* as a side reader. The New Testament I get from the Herder Book Co., in Barcelona, Spain, at 32 cents a copy. The Spanish newspaper, *El Universal*, can be purchased in this country very reasonably. At any rate, the selection that is to be prepared aloud at home is previewed carefully in class the day before, either by listening to tape recordings of the text of the book or to my own readings of other materials. I use *Beginning Spanish* (Armitage, Meiden) as the basic grammar book. It contains 50 lessons, a complete grammar summary, and an excellent format for each lesson consisting of a well prepared and interesting reading, questions on the reading, four or five exercises, and a grammar section in the form of questions. The book serves as a basic grammar for my students for the two or three years of the Spanish course, and from this basic work we branch out into many side readings, as mentioned above.

So the students have heard the text of the lesson several times in class, or

in special laboratory sessions that I have each school day in the classroom for the students' convenience; some come in at the noon hour to listen; others arrive before classes to get in their extra half-hour session each day. I stress much listening in the first year of Spanish; and since we have only one tape recorder, I work on individual pronunciations during the part of class periods spent in recitations. I have the whole class repeat quietly what they have heard on the tape. I use a small megaphone to listen to individual recitations; I place this near the student and listen at the other end; I make corrections back through the same tube, so that only this one student hears the correction. If I notice that the whole class is poor on a particular sound, I stop the recorder and explain the sound and have the class repeat the correction after me several times. This period of listening and repeating usually lasts from 10 to 15 minutes each day. Often I will then have the class write what they hear on the tape for a few more minutes and then make corrections in pencil referring to the book.

Step three: Write! And how? Thus: look at the text just read. What idea do you get from the first sentence? What picture comes to your mind? Put it on paper. Example:

En las montañas hay muchos volcanes.
Arrange this sentence down the sheet on your homework according to the ideas each word suggests to your mind, as:

1. *En* would suggest *in* so write: In:
2. *las*: the (fem. pl.)
3. *montañas*: suggests: (Draw conventional picture).
4. *Hay*: pronounced "I" so write: I
5. *muchos*: suggests much in Eng.: many
6. *volcanes*: picture (Draw conventional picture).

Work at this for 10 minutes or so, and then close the book.

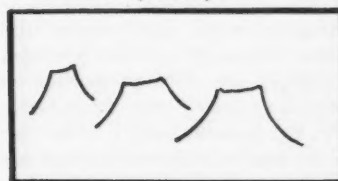
Go back to the ideas you wrote down and put these ideas into Spanish thus:

In: *En*
the (fem. pl.): *las*
(picture): *montañas*
"I": *Hay*
many: *muchos*
(picture): *volcanes*.

How many words can you write in Spanish without looking at the book? Did you make any mistakes in writing the Spanish, the accents, the punctuation? If so, use the next step at once:

Step four: Make Flash Cards . . . for all difficult things, especially for anything you did not know perfectly in Step three. Example of a flash card:

(front)



(back)

Los Vocanes

Hay muchos
volcanes en México.

Carry your flash cards with you at all times. Often, I shall ask you for them to give you a little oral review and to see if you are in earnest about learning this language.

Step five: the exercises and grammar sections come next; this is part of the next night's homework, and the section of the grammar is usually mastered by

doing Steps 2 and 3 carefully. If the student cannot answer the questions in the grammar section, he is given a place to look up the section at the back of the book, and can easily learn it then, or from some explanation in class.

Step six: Listen to Mexican programs on the radio, read Spanish periodicals, and the like, to fill in any time left over of the time given to language homework.

This plan has worked some wonders for me in the first-year Spanish classes; from second-year students, who have much more to read. I do not demand a literal "idea" translation of the whole text but rather of a part of it to get vocabulary practice. The plan would work out with any other textbook used, too. And the method here outlined will help many, I feel sure, who are in a

situation like mine, without a language laboratory with individual booths, etc., for each student. All that is necessary is a tape recorder or a recorder player and some recordings to go with it; and these things our schools can afford. The students get plenty of oral practice, I believe, and they have time to come in on their own to listen to the tapes. The teacher has the advantages of much of the new oral-aural approach to language study, and the students benefit much by having an audience to listen to their efforts. I have tapes made by various Spanish-speaking friends; tapes can be purchased for many of the textbooks in use now, and recordings for record-players are made both for textbooks and for supplementary materials. All of these are within everyone's financial grasp.

The Short Story— its educational value

By Brother Louis Chrysostom, F.S.C.

St. Patrick High School, Chicago 34, Ill.

■ NO ONE with the least degree of perception would dare suggest that modern teenagers are not interested, as well as interesting personalities. If there is anything that characterizes their high-powered lives, it is the factor of sheer unrestrained, ungoverned, changing interest in something—anything that is able to provide a moment's or a day's excitement. For this reason the short story form is well suited to entice culture-wary adolescents into the enjoyment of an intelligent appreciation of fiction. Yet it is doubtful if we attain the maximum benefit from teaching the short story simply because, through the students' natural interest, we rarely examine our objectives in teaching it and are satisfied with the students' passive "enjoyment."

Definite Purpose in a Story

The basic appeal of the short story arises from the brevity, economy of detail, and definiteness of purpose found in this *genre*. Poe's theory of the single effect seems to be psychologically applicable, especially to teen-

age readers. The sense of immediacy and the true humanity contained in a worthwhile short story should draw out the emerging adult. Young people today are surfeited with threshold interests in all of life's phases. Standards of popular taste go no further than the superficial survey of popular opinion or consumption.

The teacher's vindication for studying the short story in a comprehensive manner in a high school classroom rests in its power to offset this scattering tendency, to develop in students a deeper understanding of the multitude of influences, personalities, and conflicts that life unfolds—an understanding that can be procured enjoyably through the medium of the short story. Because of the multiplicity of literary matter, the teacher of the short story should take care to unveil the many literary details reflecting the universal context of human nature; otherwise, a result similar to the "Top Forty" survey might occur—a hodgepodge of words and moods without focus. A superficial acquaintance with a plethora of stories cannot take the place

of a sympathetic appreciation of quality works, particularly since the details of many stories fast become entombed in memory's surplus bin. The study of human nature, then, will provide an integrating principle in understanding whatever stories the teacher may select.

Human Problems in Stories

Newman spoke well when he termed literature "the autobiography of man, his life and remains." Through the intelligent appreciation of the short story, the student may suddenly realize that men all men—are striving to make something of themselves, just as he, the adolescent, is trying to realize his own potential. The story, in describing some condition to which the human spirit can come, should be made present to the reader, so that he may realize that he himself has a share in that human spirit of striving. These values must, of course, be developed in classroom discussion before they will be made meaningful to the student.

Implied in all that has been said thus far is the necessity of some kind of analysis of fiction, a process which has been developed, stretched—distended, perhaps—until widely divergent techniques have arisen, ranging from severely mechanical and structural analysis to purely interpretative discussion of ideas alone. Each teacher will find his own approach, just as he presumably has developed his own standard for judging what he reads. At any rate, the discussion of the stories should include the various levels of reading: for plot (action), character, emotional effect (tone), and theme, as well as for a certain concern with the writer's craft or technique.

Recognize Beauty of Expression

Another value that the teacher must point out (a value not usually evident to any but the most naturally perceptive student) is the beauty of language found in the story. An acquaintance with good writing and with all that such good writing implies is a worthwhile goal, because it brings to the adolescent mind, jaded with grammar exercises and pulp inanities, a sense of the unique expression which points out, more than all daily claptrap, the ultimate function of language—to embody vividly and accurately a living thought.

Procedures for achieving these objectives are as diverse as humanity itself. The selection of titles is deter-

mined by the teacher's interests and insights into the literary heritage, the student's level of ability (both of which should be deepened by the study), and other practical factors known to the teacher. Above all, the stories must be significant, or be made significant. The opposition between intensive and extensive reading will have to be resolved as well. The principle that nothing is to interfere with the *complete* reading of a short story may provide the student with a firm basis for acquiring a ready facility for intelligently reading and appreciating the story at hand. There is something to be said for a certain extensive knowledge of short stories, although the priority of reading one significant selection well rather than six poorly may be of some consideration.

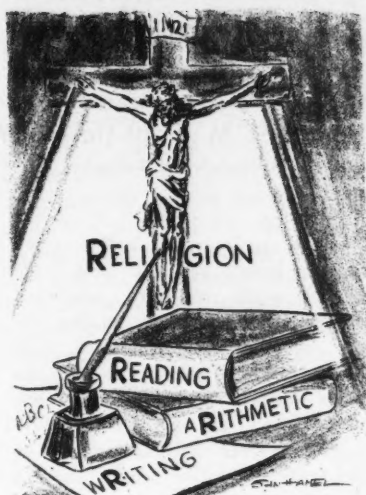
A preliminary historical outline of the short story is sometimes meaningful, particularly when presented by one of the more intelligent boys, who can parallel the literary and ideological development. This study would make evident the perennial interest of mankind in discovering itself through fiction.

Read for Personal Insight

There is no doubt that the students must be guided to do *complete* reading. Guide questions given before the stories are read will provide a certain plan for the readers who are stymied by the whole process of interpretation, as well as for those more proficient ones who are always capable of deepening their insights. It is rather safe to assume that students will deliver what the teacher demands; too often, perhaps, they deliver what we wrongly or carelessly demand. Because so much depends on individual appreciation, the students should be encouraged to follow the advice of Emerson, "Trust thyself," in writing down their reactions to the story. Not even the most dull-witted student is incapable, at least to some extent, of some observation; and that is precisely what is necessary—a personal insight which, if nurtured, can lead to a continuing growth in personal understanding.

The advent of paperbacks makes it possible to insist that the reader mark his own copy of the story. If the situation is set up in the classroom whereby everyone feels free to point out something *he* saw in the story, the shared wealth of examples will have a cumulative motivating effect. When the students begin teaching each other,

The Four R's— RIGHT FORMULA FOR EDUCATION



— New World, Chicago

progress is assured.

The fact that all stories, insofar as they are true, are related to the state of man, the wayfarer, posits the necessity of relating them to the student's world of experience. Being potentially keen observers, students can quickly acquire and develop the facility of understanding their fellow men. Such a concern with the whole of human nature should cultivate an enlightened, sympathetic broadmindedness, a readiness to discern and fathom "The story standing in every door / That beckons on every hand," as Chesterton says.

Use Study Outline With Discretion

A study outline developing the many technical terms that are used in describing the short story may be helpful, according to the ability of the class, if the individual points of the outline are covered gradually, using the story at hand as a concrete example—but not if the information is to be digested *en masse*. The study of technique—perception of dialogue, description, metaphor, irony, satire, and pathos, for example—is often an aid in understanding the story's revelation. In order to communicate this artistic order the teacher must have read the story even more intensely than he expects his students to do.

Whether analytic or originally creative, writing activities assigned in conjunction with the study of the short story are as varied as the individual teacher's approach to the unit. Both aspects have their place. The teacher

can capitalize on the students' instinct for imitation by having them create descriptions, dialogue, characterizations, and, ultimately, a complete short story. The more the short story form is understood, the more will there be confidence that the student himself may be capable of writing something similar to what he has been reading. If there is a co-operative spirit in the class, the members may collectively devise plots, characterizations, and themes through discussion. An imagination pool of 35 or 40 students can come up with a surprising number of fresh ideas. By the end of the unit, when the original short story is written, the students should have achieved some insight into the triteness of such timesavers as the Western setting and the dream *denouement*. If a student is completely at a loss, however, let him try to do his best in the comfort and safety of a well worn trail.

I have sedulously avoided mention of particular short story titles because of the inescapable differences in personal choice, specific goals, and student ability. Each teacher will select the stories he wishes to cover according to his own principles of criticism. Other items, such as vocabulary study and grammar usage, could well be included in a short story unit, but would have been somewhat extraneous to this discussion.

The goal of appreciation has been stressed because such appreciation brings into play man's highest faculties. A sympathetic understanding of the human condition revealed in a particular story will provide enjoyment, insight, and self-motivation. The man who sees deeply is consoled, admonished, and perfected by the excellence that exists for him in the myriad forms of fiction. Our goal is that the student will become such a man as Thomas Moore described:

*Nothing is lost on him who sees
With an eye that feeling gave;
For him there is a story in every breeze,
And a picture in every wave.*

Fight TB



Use Christmas Seals

Kindle a Fire for Reading

By Sister M. Baptista, R.S.M.

Rice Memorial High School, Burlington, Vt.

■ A MAN can live deeply with great gain to himself and profit to his neighbor in the simple, illiterate circle of an isolated mountain valley. He may not be able to write his own name or read the simplest line of print. There have been saints whose whole knowledge has been that of God, based on faith and integrity, and there will be again. But for the average man or woman in our complex society, bombarded by countless problems initiated in varied areas of the world by every shade of intellect and character, such uninformed simplicity is dangerous. The intelligent man must not only travel, observe, listen, meditate, but he must read, and read deeply and widely.

Why Don't They Read?

There are many people who cannot understand why critics of our educational system insist that our high school students neither read enough nor with discrimination and judgment. "Maybe Johnny doesn't read," they admit peevishly, "but Mary and Jimmy do. Most people read, or could if they only wanted to."

That's exactly the problem I have been trying to solve. Why, after our careful training of teachers in elementary education courses; after our scientific development of readers with "controlled" vocabularies; after the production of the attractive trade books for children that make the Christ-tree scintillate with color; after our library story hours and all our other professional efforts do we find that the majority of our senior high school students are just not reading enthusiasts?

Perhaps we try too hard in the beginning, and grow discouraged too soon. Books are showered on the younger fry. Susy proudly exhibits a report card that assures the parents that their moppet has read 30 books and earned three library-award buttons during the past six weeks. After the fourth grade come the doldrums. The

picture books suddenly stop. The printed word, relatively unadorned, palls in comparison with movies, TV, and other nonprint attractions. Each year the gaudy pile under the tree grows smaller. Each year the child finds himself less and less eager to read. Each year the teachers seem to find fewer imperative books, less time for individual guidance, more anxiety about textbook information. "Wasting his time in study hall with a story!" What an edge that observation presents!

The teacher often feels helpless amid her welter of records, lesson plans, extracurricular activities, and her own share of living outside of school duties. She believes in reading, and may read occasionally. But what does one offer the "in betweeners" who can no longer extract pabulum from *Millions of Cats* or *Our Little Friend from Darkest Africa*? Well, there are the "teen-age" books. But I interpose passionately. These are not literature. They are in a very large number of cases stereotyped pictures of what obtuse adults think teenagers are. And obtuse adults look on teen-agers as something that should not have happened to the human race but unaccountably did. So they insult the growing human being who is leaving the chrysalis of childhood for the wings of adulthood with "made-up" stories about creatures that teen-agers cannot accept as representative of themselves. I'm wrong! The morons do!

Parents Don't Read

What of the parents? Naturally they are of various sorts. Some build or buy bookshelf dividers for their ranch-type houses, and fill the spaces artistically with bibelots and potted plants. Others buy *Time*, *Life*, *Look*, the digests, and homemaking magazines and feel they have provided their households with plenty of reading. The conscientious parents consult the teacher of English and, sometimes,

secure a list of worthwhile titles. These they generously purchase and present to their sports-minded youngsters like a brace-for-the-teeth. Do their offspring read? No. Why should they?

Until recently I seldom got a grin from my pupils in response to a reference to *The Reluctant Dragon*, Nick in *Master Skylark*, Toad, the White Rabbit, or any other of the juveniles that have failed to "make the movies." They "used to read," "have forgotten," "see all the good stories in the movies or TV," "haven't time," or "will begin to read when they get to college." On whom do I put the blame for this state of affairs? Almost equally on parents first, and then on teachers. Why? Because parents so seldom use books in their own homes. They don't share book talk with one another. They don't even consult a dictionary, a thesaurus, an encyclopedia, where their children see that books are necessary and beloved things in life. Let them recultivate their own reading habits. Let them pile well thumbed classics in accessible places. Let them make an occasional remark about a worthwhile recent book. Let them buy or borrow copies of *Saturday Review* and *Critic*, and consult them in full view before a trip to the library. And if they won't?

A Teacher's Success

Then it's up to the teacher. The only English teacher I hail with respect and enthusiasm is the teacher who loves God, her fellow man (especially teen-agers), and books, the teacher who crams her desk, her windowsills, and every plane surface available with books, particularly with paperback editions that can be used, dropped, crammed into pockets, and made generally useful. Her classes are brightened with casual references. "Don't tell me you missed Paton's *Cry the Beloved Country*!" "If you enjoyed Eyre's *Song of the Thrush*, you'll be even more rewarded by Kendall's *Richard*

Third." "Prescott did a superb job in *Man on a Donkey*." "If you read Hemingway's *For Whom the Bell Tolls*, you'll not want to miss Gianelli's *Cypresses Believe in God*." "Where do you get it?" "In the library, at the bookshop, from the window sill over there." Open a bookshop for good paperbacks, priced from a quarter to 75 cents. Carry up parcels of new books to the classroom—not to sell of course, but to sort and mark. (Don't fool yourself. They'll sell!) Just sit around after class and find out what these youngsters think, off the cuff, about Eustacia, Jane Eyre, Ivan Ilych. "Say, how do you know so positively what Eustacia would or wouldn't do?" demanded John. "Because she was a

seventeen-year-old girl and so am I," said Margaret tartly, and that settled it for John for the time being. Organize, or, better, let a volunteer student chairman organize a symposium on the minor characters of Dickens' best known novels; get a panel going on some aspect of a debatable book like *Walden* or the *Crito*. Tear out to the library during a heated argument and come tearing back directly with shining face and four or five books that illustrate or complicate the problem. There'll be eager hands stretched out to receive them. Organize a Great Books discussion circle into which you admit the ambitious if not yet well read student. Will it work? I *guarantee* it will. *I've tried it.*

Our Ninth Grade Wrote, Produced a Greek Play

By Sister M. David, M.Z.S.H.

St. Anthony School, New Haven 11, Conn.

■ "RESEARCH! Does that mean we have to go to the library? On how many books do we have to report? How long does it have to be?, etc., and myriad other questions. The term research played havoc on an otherwise happy class of 45 ninth-grade girls!

We were studying the old Greek world in ancient history when I decided that, perhaps, we were becoming slaves to textbooks. These students must be taught to delve deeply into the rich past of Greek culture! And that's where I made my fatal mistake. I firmly announced to the class that they should become aware of the wide value of research work! Their sighs would have put Jeremias to shame! So I decided not to strike when the iron was so hot.

After a few days I ventured a new approach on research. This time I entered class announcing, "Who would like to write and produce an original Greek play?" The response was so overwhelming that we drew lots to see who would make up the committee. The girls were so enthused that they held a special meeting after class. I waited patiently in my office. Bursting

with enthusiasm, they explained that they would not only write a play, but they also had a surprise in store for me. Their play would be entitled "The Fate of the Gods."

I was pleasantly surprised to be a guest at the Grecian Theatre (school auditorium), presenting the ninth grade girls in "The Fate of the Gods." After the play, I was even more pleasantly surprised to witness a Grecian fashion show. The girls had made tunics from old sheets and dyed them in various colors. These they modeled with different types of sandals worn by the ancient Greeks.

Our narrator explained that the predominating characteristic of the Greek dress was simplicity and charm. Fundamentally, each costume simply consisted of a rectangle; the secret of its beauty lay in the draping. She also explained how, from earliest times, both coarse and fine linen were used. One very thin and glistening variety, mentioned in the "Odyssey" as being "fine as a filmy web . . . that dazzled like a cloudless sun," was probably treated with a solution that made it glossy. The girls sprayed glitter over



A show of ancient Grecian fashions.

their sheets in an attempt to achieve this effect.

When the sandals were so "graciously" modeled, our narrator impressed us with the fact that the feet usually were bare, especially indoors. However, the Greeks prided themselves on the variety and fine workmanship of their sandals.

The headdress of the Greeks was usually a simple or full band around the head. Very often garlands were worn at festivities. Myrtle may be worn in honor of Aphrodite; laurel for Apollo; olive wreath for Athena; wreath of oak for Zeus; or an ivy or grape leaf for Dionysos.

When our narrator concluded, our young Grecian damsels again walked across the stage to be more closely observed by the then very interested student body.

My enthusiasm had reached its peak. After the last curtain, I sought out the committee! "Girls," I said excitedly, "where did you ever get so much and such interesting information on Greek gods and Grecian dress?" "Why, Sister, didn't you know?" they replied, "the library is just filled with all kinds of reference books!"

Primes at the Primary Level

Sister M. Ferrer, R.S.M.

St. Xavier College, Chicago 43, Ill.

Help prepare fourth graders for higher mathematics

■ THE TRANSITION period of school mathematics is being felt on the elementary level. It is true that most teachers realized that work must be done at this level, but attention was given to the high school because of their proximity to collegiate work.

The chief purpose of elementary arithmetic is to introduce the number system and provide a tool for further mathematics and sciences. Thus the first principles or arithmetic are identical with the first principles of all mathematics. Hence, an understanding of some of the first principles of numbers provides meaning and understanding of what must be taught to the students at the elementary level. This article considers at least one or two of the principles of number, taken from number theory. The first is the classification of the numbers according to the number of divisors possessed by the numbers. This classification can be used in many ways in elementary mathematics to provide meaning, understanding, and pleasure in the doing of arithmetic exercises.

The classification of natural numbers (1, 2, 3, . . .) into three classes according to the number of their divisors is as follows:

1. One: It is in a class by itself since it has only one divisor, itself.
2. Primes: Primes are those numbers having only two divisors, itself and one. For example: 2, 3, 5, 7, 11.
3. Composite Numbers: Composite numbers are those numbers having more than two divisors. For example: $6 = 2 \times 3$. The divisors of 6 are 1, 2, 3, and 6.

If a number is a composite number, it can be written in terms of its factors, i.e., $6 = 2 \times 3$ — 2 and 3 are factors of 6; $12 = 3 \times 4 = 2 \times 6 = 2 \times 2 \times 3 = 12 \times 1$.

The classification with respect to the number of divisors as well as the concept of factor can be applied to elementary mathematics at various levels. This classification can affect the operations of multiplication, division, the least common multiple, fractions, the least common denominator for the addition and subtraction of fractions, percentage, and elsewhere, and thus provides a continuity through various grade levels.

A second number theory concept that proves to be a handy tool for teaching understanding in elementary arithmetic is known as the division algorithm. It provides a means of writing an answer to a division problem when the divisor is not a factor, and hence, there exists a remainder.

These two concepts, the classification of whole numbers according to the number of their divisors, and the division algorithm were presented to a small number of elementary teachers for the purpose of experimentation. The teachers studied the material and returned for a second meeting at which they asked many questions. After this, they experi-

mented in their classes and found that more meaning was conveyed to the students than had been done by their former methods. Their own reactions were mirrored in their enthusiasm and anxious willingness to do further experimentation. Three typical results were presented to a meeting of about 100 fourth-, fifth-, and sixth-grade teachers. The meeting fired most of these teachers with enthusiasm to try the material themselves. As a result, the Saint Xavier College faculty, who instigated this experiment, is besieged for more and more material.

The following is an outline summary of the presentation made by Sister Mary Armella, fourth-grade teacher at Christ the King Elementary School, Chicago, Ill., to the teachers assembled:

Readiness for Higher Mathematics in the Fourth Grade

We are attempting to show this afternoon how some basic mathematical principles which the child will use in his higher mathematics courses in high school and college may be presented in the intermediate grades.

At the primary level, children learn the sequence and meaning of numbers, from one to ten, and later understand and use these ten different number symbols, or digits, in two-place numbers, in three-place numbers, and so on. Then they begin to separate numbers into groups. They count numbers by 2's, by 10's, by 5's, and then by 3's. They even classify numbers into odd and even. In this way, they are given a firm understanding of our basic number system.

Upon this solid foundation can be laid a further classification of numbers. This classification of *natural numbers*, known in arithmetic as *whole numbers*, depends on the factors, or divisors, of a number. Within this classification whole numbers will fall into three groups . . . the groups being: *one*, *primes*, and *composites*.

1. The *number one* would be in a class by itself since it has *only itself* as a divisor or factor. $1 \div 1 = 1$.

2. A *prime number* has no divisor except itself and one. $2 \div 1 = 2$; $2 \div 2 = 1$.

Other primes are 3, 5, 7, 11, . . .

3. All other whole numbers that are neither one nor prime would be in the third group. This group consist of composite numbers, i.e. numbers having more than 2 divisors. A composite has more than two divisors (itself, one, and others): $4 \div 1 = 4$; $4 \div 2 = 2$; $4 \div 4 = 1$. 12 — divisors are 1, 2, 3, 4, 6, 12.

* * *

A QUIZ TO TEACHERS

Here is a quiz that Sister Mary Armella gave to the teachers. Test yourself on the classification of numbers.

a) 5 b) 18 c) 1 d) 17 e) 49 f) 51 g) 17 h) 16

Answers

Number	Classification	Divisors
5	prime	1, 5
18	composite	1, 2, 3, 6, 9, 18
1	one	1
17	prime	1, 17
49	composite	1, 7, 49
51	composite	1, 3, 17, 51
47	prime	1, 47
16	composite	1, 2, 4, 8, 16

Presentation to Fourth Grade

Now I'm sure the questions that are uppermost in your minds are: When do I present this classification of numbers to fourth graders? And what will be my teaching procedures? When you receive a group of fourth graders in September, most of them have been exposed to the multiplication and division facts of the 5's, 2's, and 3's, which have been taught both simultaneously, and as inverse operations, i.e. one undoing the other.

Using the example of $3 \times 4 = 12$, the following is a manner of presentation.

1 1 1 1	3	3	4	4
1 1 1 1	3	$\times 4$	4	$\times 3$
1 1 1 1	3		4	
	3		12	
	12			

Further recognition of products and factors were given at the board to the students such as:

This is the way I presented the material: Boys and girls, no matter what number you think of, it will be a combination of some numbers. All of our whole numbers are made up of one or more numbers. Any number you think of in this fashion is a whole number. You have already learned that when you multiply a whole number by another whole number, your answer is called a *product*. Formerly you called the two numbers you multiplied together, the multiplicand and the multiplier. Today we are going to use a term for these two numbers that you will continue to use through the grades, and even in high school and college. We are going to call the numbers we multiply together, *factors*.

7 and 3 are numbers. If I multiply 7 and 3 together, they become factors, and the product of these factors is 21. The factor of a number is the same as the divisor of a number. $21 = 7 \times 3$; $21 \div 7 = 3$; $21 \div 3 = 7$.

The product is 12. 6 and 2 are factors of 12.

The product is 12. 4 and 3 are factors of 12.

The product is 15. 5 and 3 are factors of 15.

When pupils were able to recognize the factors and products, practice in supplying missing factors was introduced. For example, 12. The product is 12. One factor is 6. We can find the missing factor by dividing the product by the given factor.

Finally, as a means of drill, the children were given just a *product*, and had to give the factors of the product. 12: 6 and 2 are factors of 12; 3 and 4 are factors of 12.

To re-enforce the teaching of factors and products, I made several drill sheets. After the drilling, when I felt that the children understood products and factors, they were ready for the further classification of numbers . . . one, prime, and composite.

I placed the ten digits on the board: 0 1 2 3 4 5 6 7 8 9.

Does the number 1 have any factors? No, just itself. $1 \times 1 = 1$; $1 \div 1 = 1$. So 1 is a special number, and is in a class all by itself.

How about 2? Does it have any factors? $2 \times 1 = 2$; $1 \times 2 = 2$; $2 \div 1 = 2$; $2 \div 2 = 1$. We are going to call 2 a prime number. That means that it has for its divisors itself and 1. Other examples are: 3, 5, 7, 11, 13 . . .

Some children became confused and thought all odd numbers were primes. To clarify this, reference was made to 2 and 15. Many exercises were given to re-enforce this teaching process.

In conclusion, the terms I have presented this afternoon: *factors*, *product*, *prime*, and *composite numbers*, etc., when presented at the fourth grade level prepare the child to accept the teaching of fractions in a meaningful way. It equips him with terminology for later mathematics courses.

What was the result of this experiment? What was the reaction of the children? The children were interested in the new work. They had the feeling of satisfaction and also satisfied their ego by believing they were learning arithmetic that other boys and girls learn in high school and college. It is true that some students at these upper levels are learning this material that could be taught at any earlier level.

My own reaction is that this material has provided understanding, as a result of which I found it possible to cover *more material faster* and with greater meaning than in previous classes. The better fourth graders are now doing fractions and are making use of primes, composites, and factorization for the operations of addition and subtraction of fractions.



Rev. Paul Ciagetti, the children, and the Sisters of Mary Queen of Heaven School, Erlanger, Ky., beam their approval of the new school bus, purchased from Superior Coach Co., Lima, Ohio, through the redemption of three million trading stamps. The bus was the stamp company's "premium" for stamps representing \$375,000 worth of goods purchased in retail stores by friends of the parish.

Kindle a Fire for Reading

By Sister M. Baptista, R.S.M.

Rice Memorial High School, Burlington, Vt.

■ A MAN can live deeply with great gain to himself and profit to his neighbor in the simple, illiterate circle of an isolated mountain valley. He may not be able to write his own name or read the simplest line of print. There have been saints whose whole knowledge has been that of God, based on faith and integrity, and there will be again. But for the average man or woman in our complex society, bombarded by countless problems initiated in varied areas of the world by every shade of intellect and character, such uninformed simplicity is dangerous. The intelligent man must not only travel, observe, listen, meditate, but he must read, and read deeply and widely.

Why Don't They Read?

There are many people who cannot understand why critics of our educational system insist that our high school students neither read enough nor with discrimination and judgment. "Maybe Johnny doesn't read," they admit peevishly, "but Mary and Jimmy do. Most people read, or could if they only wanted to."

That's exactly the problem I have been trying to solve. Why, after our careful training of teachers in elementary education courses; after our scientific development of readers with "controlled" vocabularies; after the production of the attractive trade books for children that make the Christ-tree scintillate with color; after our library story hours and all our other professional efforts do we find that the majority of our senior high school students are just not reading enthusiasts?

Perhaps we try too hard in the beginning, and grow discouraged too soon. Books are showered on the younger fry. Susy proudly exhibits a report card that assures the parents that their moppet has read 30 books and earned three library-award buttons during the past six weeks. After the fourth grade come the doldrums. The

picture books suddenly stop. The printed word, relatively unadorned, palls in comparison with movies, TV, and other nonprint attractions. Each year the gaudy pile under the tree grows smaller. Each year the child finds himself less and less eager to read. Each year the teachers seem to find fewer imperative books, less time for individual guidance, more anxiety about textbook information. "Wasting his time in study hall with a story!" What an edge that observation presents!

The teacher often feels helpless amid her welter of records, lesson plans, extracurricular activities, and her own share of living outside of school duties. She believes in reading, and may read occasionally. But what does one offer the "in betweeners" who can no longer extract pabulum from *Millions of Cats* or *Our Little Friend from Darkest Africa*? Well, there are the "teen-age" books. But I interpose passionately. These are not literature. They are in a very large number of cases stereotyped pictures of what obtuse adults think teenagers are. And obtuse adults look on teen-agers as something that should not have happened to the human race but unaccountably did. So they insult the growing human being who is leaving the chrysalis of childhood for the wings of adulthood with "made-up" stories about creatures that teen-agers cannot accept as representative of themselves. I'm wrong! The morons do!

Parents Don't Read

What of the parents? Naturally they are of various sorts. Some build or buy bookshelf dividers for their ranch-type houses, and fill the spaces artistically with bibelots and potted plants. Others buy *Time*, *Life*, *Look*, the digests, and homemaking magazines and feel they have provided their households with plenty of reading. The conscientious parents consult the teacher of English and, sometimes,

secure a list of worthwhile titles. These they generously purchase and present to their sports-minded youngsters like a brace-for-the-teeth. Do their offspring read? No. Why should they?

Until recently I seldom got a grin from my pupils in response to a reference to *The Reluctant Dragon*, Nick in *Master Skylark*, Toad, the White Rabbit, or any other of the juveniles that have failed to "make the movies." They "used to read," "have forgotten," "see all the good stories in the movies or TV," "haven't time," or "will begin to read when they get to college." On whom do I put the blame for this state of affairs? Almost equally on parents first, and then on teachers. Why? Because parents so seldom use books in their own homes. They don't share book talk with one another. They don't even consult a dictionary, a thesaurus, an encyclopedia, where their children see that books are necessary and beloved things in life. Let them recultivate their own reading habits. Let them pile well thumbed classics in accessible places. Let them make an occasional remark about a worthwhile recent book. Let them buy or borrow copies of *Saturday Review* and *Critic*, and consult them in full view before a trip to the library. And if they won't?

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St. Anthony School, New Haven 11, Conn.



A show of ancient Grecian fashions.

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with enthusiasm, they explained that they would not only write a play, but they also had a surprise in store for me. Their play would be entitled "The Fate of the Gods."

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Primes at the Primary Level

Sister M. Ferrer, R.S.M.

St. Xavier College, Chicago 43, Ill.

Help prepare fourth graders for higher mathematics

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2. Primes: Primes are those numbers having only two divisors, itself and one. For example: 2, 3, 5, 7, 11.
3. Composite Numbers: Composite numbers are those numbers having more than two divisors. For example: $6 = 2 \times 3$. The divisors of 6 are 1, 2, 3, and 6.

If a number is a composite number, it can be written in terms of its factors, i.e., $6 = 2 \times 3$ — 2 and 3 are factors of 6; $12 = 3 \times 4 = 2 \times 6 = 2 \times 2 \times 3 = 12 \times 1$.

The classification with respect to the number of divisors as well as the concept of factor can be applied to elementary mathematics at various levels. This classification can affect the operations of multiplication, division, the least common multiple, fractions, the least common denominator for the addition and subtraction of fractions, percentage, and elsewhere, and thus provides a continuity through various grade levels.

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These two concepts, the classification of whole numbers according to the number of their divisors, and the division algorithm were presented to a small number of elementary teachers for the purpose of experimentation. The teachers studied the material and returned for a second meeting at which they asked many questions. After this, they experi-

mented in their classes and found that more meaning was conveyed to the students than had been done by their former methods. Their own reactions were mirrored in their enthusiasm and anxious willingness to do further experimentation. Three typical results were presented to a meeting of about 100 fourth-, fifth-, and sixth-grade teachers. The meeting fired most of these teachers with enthusiasm to try the material themselves. As a result, the Saint Xavier College faculty, who instigated this experiment, is besieged for more and more material.

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Upon this solid foundation can be laid a further classification of numbers. This classification of *natural numbers*, known in arithmetic as *whole numbers*, depends on the factors, or divisors, of a number. Within this classification whole numbers will fall into three groups . . . the groups being: *one*, *primes*, and *composites*.

1. The number one would be in a class by itself since it has *only itself* as a divisor or factor. $1 \div 1 = 1$.

2. A *prime number* has no divisor except itself and one. $2 \div 1 = 2$; $2 \div 2 = 1$.

Other primes are 3, 5, 7, 11, . . .

3. All other whole numbers that are neither one nor prime would be in the third group. This group consist of composite numbers, i.e. numbers having more than 2 divisors. A composite has more than two divisors (itself, one, and others): $4 \div 1 = 4$; $4 \div 2 = 2$; $4 \div 4 = 1$. 12 — divisors are 1, 2, 3, 4, 6, 12.

* * *

A QUIZ TO TEACHERS

Here is a quiz that Sister Mary Armella gave to the teachers. Test yourself on the classification of numbers.

a) 5 b) 18 c) 1 d) 17 e) 49 f) 51 g) 47 h) 16

Answers

Number	Classification	Divisors
5	prime	1, 5
18	composite	1, 2, 3, 6, 9, 18
1	one	1
17	prime	1, 17
49	composite	1, 7, 49
51	composite	1, 3, 17, 51
47	prime	1, 47
16	composite	1, 2, 4, 8, 16

Presentation to Fourth Grade

Now I'm sure the questions that are uppermost in your minds are: When do I present this classification of numbers to fourth graders? And what will be my teaching procedures? When you receive a group of fourth graders in September, most of them have been exposed to the multiplication and division facts of the 5's, 2's, and 3's, which have been taught both simultaneously, and as inverse operations, i.e. one undoing the other.

Using the example of $3 \times 4 = 12$, the following is a manner of presentation.

$$\begin{array}{r}
 1111 \quad 3 \quad 3 \quad 4 \quad 4 \\
 1111 \quad 3 \quad \times 4 \quad 4 \quad \times 3 \\
 1111 \quad 3 \quad 4 \\
 3 \quad 12 \\
 \hline
 12
 \end{array}$$

Further recognition of products and factors were given at the board to the students such as:

This is the way I presented the material: Boys and girls, no matter what number you think of, it will be a combination of some numbers. All of our whole numbers are made up of one or more numbers. Any number you think of in this fashion is a whole number. You have already learned that when you multiply a whole number by another whole number, your answer is called a *product*. Formerly you called the two numbers you multiplied together, the multiplicand and the multiplier. Today we are going to use a term for these two numbers that you will continue to use through the grades, and even in high school and college. We are going to call the numbers we multiply together, *factors*.

7 and 3 are numbers. If I multiply 7 and 3 together, they become factors, and the product of these factors is 21. The factor of a number is the same as the divisor of a number. $21 = 7 \times 3$; $21 \div 7 = 3$; $21 \div 3 = 7$.

The product is 12. 6 and 2 are factors of 12.

The product is 12. 4 and 3 are factors of 12.

The product is 15. 5 and 3 are factors of 15.

When pupils were able to recognize the factors and products, practice in supplying missing factors was introduced. For example, 12. The product is 12. One factor is 6. We can find the missing factor by dividing the product by the given factor.

Finally, as a means of drill, the children were given just a *product*, and had to give the factors of the product. 12: 6 and 2 are factors of 12; 3 and 4 are factors of 12.

To re-enforce the teaching of factors and products, I made several drill sheets. After the drilling, when I felt that the children understood products and factors, they were ready for the further classification of numbers . . . one, prime, and composite.

I placed the ten digits on the board: 0 1 2 3 4 5 6 7 8 9. Does the number 1 have any factors? No, just itself. $1 \times 1 = 1$; $1 \div 1 = 1$. So 1 is a special number, and is in a class all by itself.

How about 2? Does it have any factors? $2 \times 1 = 2$; $1 \times 2 = 2$; $2 \div 1 = 2$; $2 \div 2 = 1$. We are going to call 2 a prime number. That means that it has for its divisors itself and 1. Other examples are: 3, 5, 7, 11, 13 . . .

Some children became confused and thought all odd numbers were primes. To clarify this, reference was made to 2 and 15. Many exercises were given to re-enforce this teaching process.

In conclusion, the terms I have presented this afternoon: *factors*, *product*, *prime*, and *composite numbers*, etc., when presented at the fourth grade level prepare the child to accept the teaching of fractions in a meaningful way. It equips him with terminology for later mathematics courses.

What was the result of this experiment? What was the reaction of the children? The children were interested in the new work. They had the feeling of satisfaction and also satisfied their ego by believing they were learning arithmetic that other boys and girls learn in high school and college. It is true that some students at these upper levels are learning this material that could be taught at any earlier level.

My own reaction is that this material has provided understanding, as a result of which I found it possible to cover *more material faster* and with greater meaning than in previous classes. The better fourth graders are now doing fractions and are making use of primes, composites, and factorization for the operations of addition and subtraction of fractions.



Rev. Paul Ciagetti, the children, and the Sisters of Mary Queen of Heaven School, Erlanger, Ky., beam their approval of the new school bus, purchased from Superior Coach Co., Lima, Ohio, through the redemption of three million trading stamps. The bus was the stamp company's "premium" for stamps representing \$375,000 worth of goods purchased in retail stores by friends of the parish.

All too often art in the primary school
is little more than assigned "busywork."
Let's ask ourselves,

What is TRUE Art?

By Sister M. Gerald, O.P.

St. Joseph's Convent, Oxford, Mich.

■ IS SEEING, believing? Does the classroom belong to the teacher or to the children? Is each child given the chance to express his innate creativity? Are you as a teacher giving your students the true art education? Every teacher must answer these questions for herself. I believe I have discovered some of the answers and wish to share them with you. Is seeing, believing? In short, yes, seeing is believing. In some schools I visited, the majority being parochial, the classrooms were beautiful I admit, but with the teacher's artistic talent only!

Art Is Creative

What I should have seen was the children's work — individualism and creativity — the work the children were able to do in art instead of the artistic ability of the teacher displayed. This leads to the question, "To whom does the classroom belong — the teacher or the children?" The answer is and always should be: it is the children's classroom. The teacher once had her chance to express her talent; now it's her student's chance.

Art is truly an individual self-expressive subject wherein each child should be allowed to use his individualism in the expression of his ideas and feelings. An extreme neglect of this principle would be found in the classroom where units are used and where children in the sixth grade, for instance, are required to make landscapes of mountain ranges and use purple and blue for the mountains, red and yellow for the sky, and green for the grass and trees, etc. If children are allowed to work freely in other subjects such as science, why can't such a principle of experimentation take place in art? They are allowed no freedom in choice of color or scenery at

all. They are given no opportunity to use the innate creativity bestowed on them by God. Also in the lower grades, there exists the famous fashion of seatwork, that is, pictures to color, pictures which have been reproduced for their "busy work." Teachers thirst for it; children do it, and art educators dread it. It is disreputable for the parochial schools to have to resort to such means to help instruct their students in art. I am not condemning all parochial art programs, but just those which "restrict themselves to machine work, or pretty work," which hide and stunt individualism and self-expression. Each and every teacher must examine her art program and see whether she is giving her students true art education and a chance to express their innate creativity.

How does one do it? Where can one find ideas to cover a whole school year? What media are available? All these questions and more are simply and quickly answered with a little research and reading on the teacher's part.

Ideas Are Plentiful

In answer to the first question, the teacher must exert much of her time, effort, and a little patience. If a teacher is willing to give her students an opportunity for creative expression, she will be able to find ideas in any crafts magazines, art news, educational journals, drugstore coloring and children's workbooks, etc. Everyplace one goes nowadays one can find some new thing to try which could be incorporated into an art program. As for media to be used — anything is usable that can be seen and handled including such things as sand, old dried up paint, broken sticks, ashes, old tin cans, scrap plastic, etc. Actually, no teacher today has

any excuse for neglecting the modern trends of teaching art by using the "busy work" type of art.

Some parochial schools are weak in this respect and only through revision of their program will they make any progress. I can readily picture one school where achievement was seen after such a revision. I visited a fourth grade one Monday afternoon and all the children were writing busily. A bell rang. Papers and pencils went into the table desks and scrap paper was passed out immediately. The children were going to have art class. They were very excited over something. I ventured up to one shy looking student, who was already sketching something on his piece of paper and I asked him why there was so much excitement. He shyly explained that they were making a modernized rose surrounded by dew drops. The paper sketch would later be cut out of old rubber innertubes and pasted or glued onto a piece of wood. A rolling pin covered with a cloth would be dipped into ink and rolled over the patterns. Many colors of ink can be used at once. The pattern is then stamped on a piece of cloth or paper, whichever is preferred. Each student's design was original and really different. This process took approximately half an hour. Some students stayed after school and did more of them because they enjoyed this type of work. Almost all the prints turned out beautiful and some were even published in a magazine demonstrating a good art project.

True Art

Through the above demonstration and example one sees that any teacher could have interesting art classes if she really did her best at trying to organize a program for her students. Real art education brings wonderful results at present and in the future. Many means are available at the teacher's finger tips. Are you giving your students true art education?

A CORRECTION

The address of **The Boy Savior Movement** given at the end of Sister M. Lelia's article "Keep Them Good" in the September issue of the CATHOLIC SCHOOL JOURNAL is incorrect.

The correct address is: Rev. A. Russo-Alesi, S.J., Director, The Boy Savior Movement, St. Francis Xavier College, 30 West 16th St., New York 11, N. Y.

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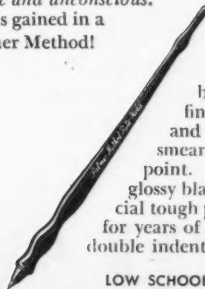
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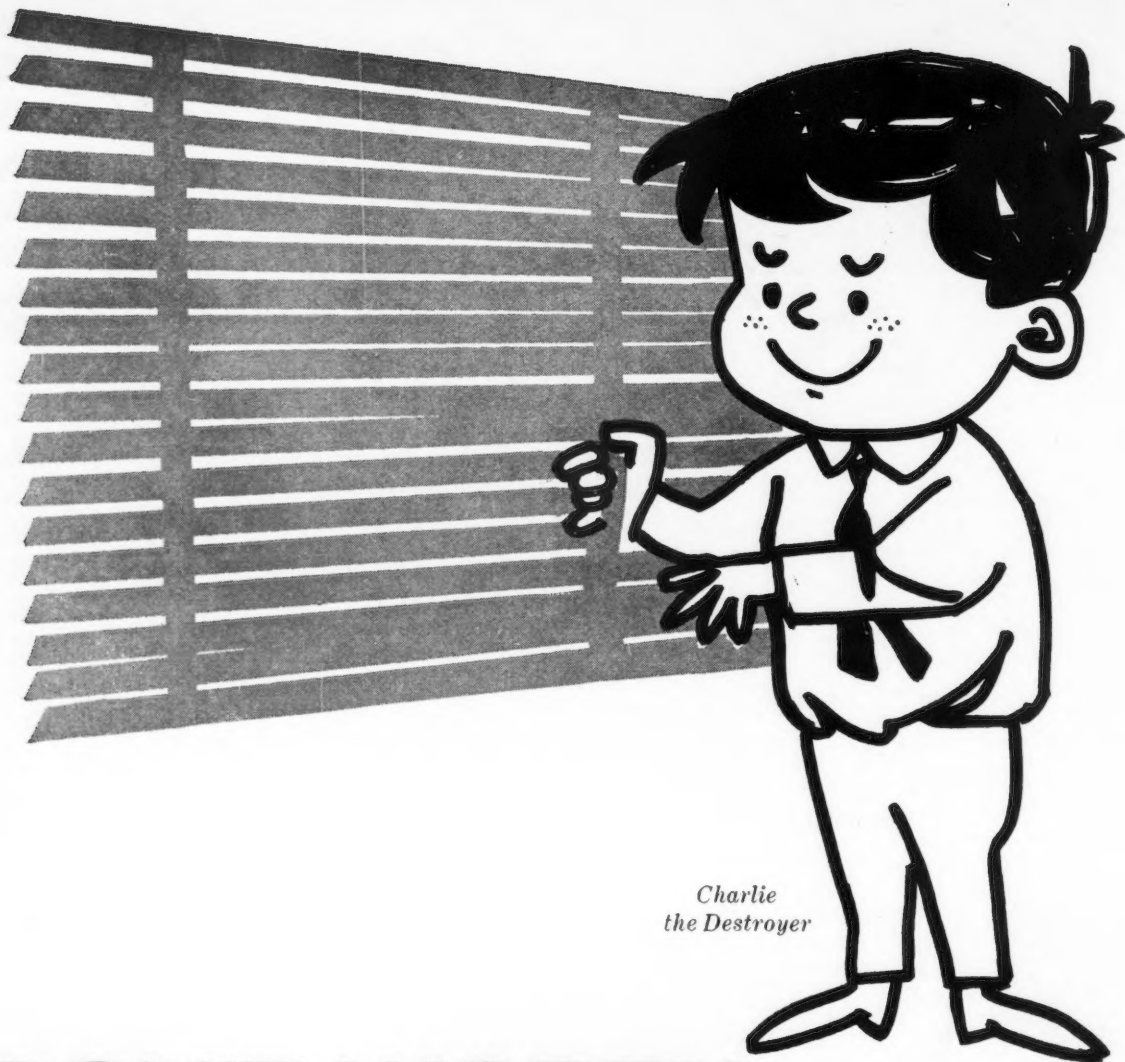


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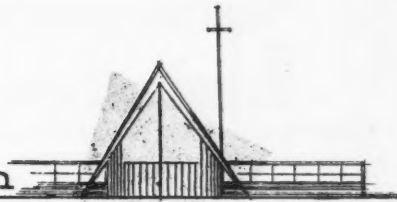
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Catholic Management Section



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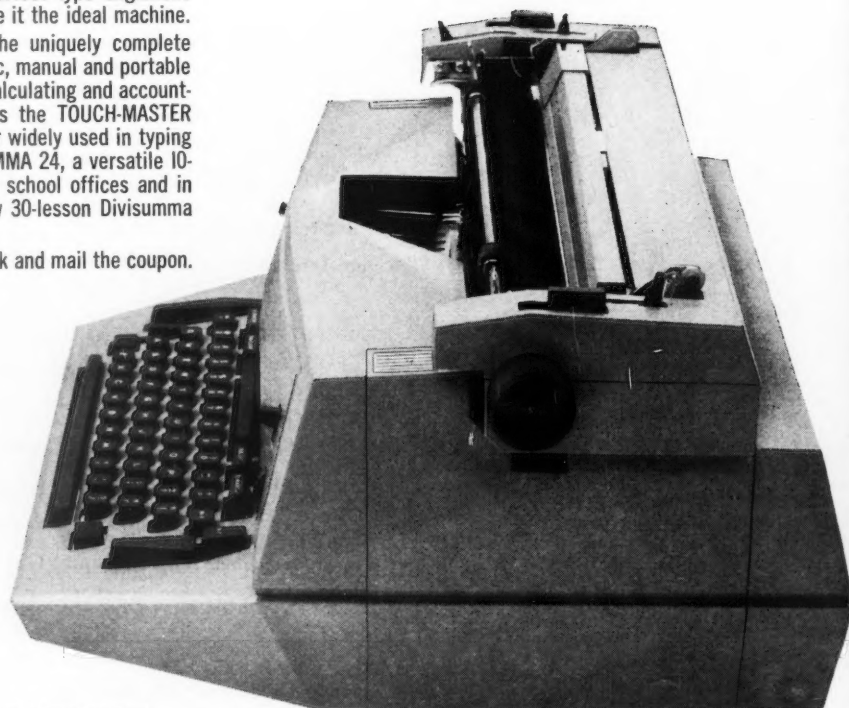
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NOVEMBER, 1961

The first step in long-range fund raising:

Institutional Development Programs

By Brother Philip Harris, O.S.F.

*Vice-President of Development,
St. Francis College, Brooklyn, N. Y.*

● THE TERM "development programs" is a relatively new one. It encompasses more than fund-raising, for it includes institutional planning, public relations, and possibly alumni activities. It should be distinguished from the idea of a capital campaign which is a concentrated fund effort; development programs may either follow or prepare for a formal capital campaign.

Development involves long-term planning and execution of a continuous campaign for funds over a period of years with large, over-all objectives. It co-ordinates all existing and new methods of raising money for the institution, and seeks to improve community relations with the various publics that support it. At strategic times, various expansion objectives are stressed as part of different phases or stages in development of the institution's plans.

Although development programs exist more among colleges and universities, the same methods and procedures may be employed with other schools, hospitals, houses of training, churches, and foreign missions. A plan for development may also be set up for a group of institutions in an area which is administered by the same religious organization. Ideally, there should now be a committee on development for a single province or congregation. In this arrangement, an official should be ap-

pointed as the director of development for each institution in the province. This individual, in turn becomes a member of a Community committee and the chairman for the group becomes the Order's co-ordinator of all development activity.

Who Is in Charge?

While an Order may employ a professional fund-raising firm as a development consultant or to conduct a capital campaign, it is more desirable to have one's own development director. This person may be a layman employed by the institution or Order, or he may be a priest or religious who has received special training for this purpose. Even if a layman is hired, it is advisable to have someone within the Community who has a knowledge of modern development principles and procedures. Universities, such as New York, Buffalo, and Syracuse, conduct regular workshops in development or fund-raising. St. Joseph's College of Indiana has a summer clinic on fund-raising for Catholic institutions. However, the top specialists in college public relations and fund-raising may be heard at the summer development institutes of the American College Public Relations Association.

Characteristics of This Program

Development is generally administered by the institution's own staff. It allows

for continuous and personal cultivation of gift prospects over a long period, and for the appropriate individual to solicit at the right time. It can be adjusted to changing economic conditions, and allows the work of fund-raising and community relations to be done in a series of efforts. The development program's progress stimulates the institution to sustained creative endeavors in its apostolate.

Since it is a long-range plan (10 or 20 years or more) development must have immediate procedures to bring in funds for everyday operations. Thus, annual giving of alumni, parents, students, or friends may form the fundamental basis for larger and more time-consuming efforts.

However, there are some limitations in development programs that must be considered. A long-range approach lacks the momentum of a concentrated campaign and permits procrastination in reaching goals. There is also the possibility of inadequate budget, personnel, and direction since the institution is solely responsible for the program.

Steps in the Program

The following steps are typical of those which must be taken to inaugurate a successful development program:

1. Analyze and study the institution's present philosophy, purpose, constituency, and activity in order to pro-

ject future needs and to plan intelligently so that these needs may be met. General and specific goals and objectives must be spelled out, so that superiors map out where the institution or province is going and how it intends to get there.

2. State the case for investing finances in the institution or projects of the province. When this has been set down clearly and concisely in writing, it may be adapted for presentations that will be made to individuals, corporations, or foundations. It will serve as material to be used in special publications, letters, and radio-television programs. This case should begin with an ideal that has humanitarian appeal and is wider in scope than the institution itself. It must be both financially and psychologically sound, as well as sociologically acceptable, timely, and practical. It should contain a summary of the institution's past, present, and future plans, its objectives and policy, its specific needs, other methods of obtaining some financial assistance on the project, and the ways in which contributions may be given. By relating proposals to the improvement of mind, body, or spirit and the institution's objectives, the plan for the future is strengthened for the potential investor.

3. Determine the organizational structure and operational plan for the best functioning of the development program. This should include a budget for adequate activity and staff, and a timetable for a period of years, as well

as for the current year. Such planning must have provision for the co-ordination of all development effort, so that all groups involved are properly serviced and that continuity is maintained throughout the various stages of development. It allows for means of communication for all areas concerned with the program, so that each worker is aware of what is planned.

4. Select a competent staff and volunteers to carry out the objectives of the development program. They may include professional workers, or interested parties who are willing to donate time and energy to the project. Some require training sessions, while those who will be going out on solicitation will need kits of information on the development plans.

5. Build up a prospect file of those who can contribute money, talent, or contacts to the institution's development. These may be individuals who are now interested in the institution, or whose interest in it can be fostered. Such lists or files must be compiled as comprehensively as possible, then rated as to potential or other categories, divided in various ways, and evaluated regularly. Such persons may be involved more in the institution by asking them to serve on one of the following groups.

6. Establish a lay advisory board and special committees to broaden the base of influence and contact of the institution with various segments of the community served by the institution. The top development board or council

for an institution, province or diocese should be composed of prominent and representative leaders who have the respect of the citizenry; some may be non-Catholics, but all must be persons of integrity. This board may be further divided into committees or groups of associates may be set up to involve other people in the institution's future. Such committees may be on special gifts, plant improvement, corporations, foundations, community relations, and the like.

7. Cultivate and solicit the top prospects for personal contribution. The period of cultivation may be many years, but within three years or less from when you began cultivation, a gift may be forthcoming from the prospect, especially if the individual has been working on a board or committee. The prospect must be informed of the institution's progress and the message must reach them from many sources. Naturally, those closest to the institution, such as alumni and friends, form the first group to be solicited, but corporations, foundations, and well-to-do community leaders are subjects for support.

8. Begin an estate planning program which demonstrates the tax savings available by contributions of various types to the institution. This should include life income trusts, bequests, annuities, and insurance plans for giving. It should have provisions for donations of property, securities, mutual funds, as well as money. It might interest prospects to know that St. Francis of Assisi popularized the making of a will among the common man, while the concept of a trust was developed to accommodate the Franciscan friars in England during the Middle Ages.

9. Report the results of the development program to the members of the Order and the institution's constituency. This may only be a newsletter, but it will stimulate further co-operation and giving on the part of all; nothing succeeds like success.

10. Evaluate the progress of the program at least yearly, and be flexible in adopting new goals and procedures, adding new staff, or eliminating certain techniques or workers so that the long-range objectives of the development program may be attained gradually.

Underlying the success of the whole program is the prayerful intercession of the religious in the institution, their zeal in the apostolate, and the good will engendered by them in their service to Christ and His Mystical Body.

RECORD CATHOLIC ENROLLMENT CHALLENGES DIOCESES

U. S. Catholic schools will enroll 5,048,000 students this fall, another record enrollment for Catholic colleges, secondary and elementary schools. Catholic grade and high schools have doubled their enrollments since 1945, the year marked unofficially by educators as the beginning of the current pupil boom.

This growth has placed a great strain on educational facilities in many dioceses, caught between the larger number of pupils and fewer teachers. In St. Louis, two new parishes were founded without schools, the first to do so in 30 years. In St. Paul, and Cincinnati, some Catholic elementary schools were opening without one or more of the lower grades.

In Chicago—the largest private school system in the nation with 531 Catholic schools—some 376,000, pupils were expected to enroll, an increase of 11,000. In Milwaukee, 5000 graduates of Catholic grade schools could not be enrolled in Catholic high schools, and about 15,000

were turned away from Catholic grade schools for lack of space.

The Diocese of Wichita, Kans., did not anticipate any increase in its grade school enrollment since it lacks classrooms and teachers for more pupils.

The Department of Education of the National Catholic Welfare Conference estimated the 1961 fall enrollment throughout the country as follows:

Elementary schools—4,469,000 compared with 4,359,962 last year.

High Schools—933,200 compared with 880,373 last year.

Colleges and universities—245,850 compared with 229,765 last year.

Estimates on number of schools and faculty members have not been revised since last year when there were 10,438 elementary schools; 2392 high schools; and 267 colleges and universities. In all levels of education, there were 176,375 teachers of which 120,283 were religious and 56,092 were lay persons.

An interview with the architects

By Edward J. Pollock



The principals of Darby-Bogner and Associates, Inc., Architects and Engineers of West Allis, Wis., are (l-r): Harry Bogner, A.I.A.; William D. Darby, P.E.; Robert M. Mantyh, P.E.; and Andrew P. Kreishman, A.I.A.

Planning the TRANSITIONAL CHURCH for its future school use

● *FOR THE PARISH ADMINISTRATOR, one answer to the problem created by the simultaneous need for church and school facilities is the "transitional" church. This area serves as a church while the parish is undergoing accelerated growth and is intended, after a permanent church is constructed, to serve phases of the parish school and social programs. For those pastors and principals faced with this building consideration, we talked with an architectural firm, Darby-Bogner and Associates, of West Allis, Wis., whose office has recently designed and built two such churches. In this interview stress was placed on the factors the parish manager must remember when thinking about the construction of such a facility. — E. J. P.*

Q. What is the transitional church?

A. We believe the transitional church is best defined by indicating the parish situation into which it fits. We visualize a typical parish—similar to the ones for whom we have designed these churches—as one experiencing a rapid growth. This growth in membership is constituted mainly by "younger" families with several children of elementary school age. These parishes were faced with worship assembly requirements in excess of their financial capabilities to erect a permanent church.

Q. Would you say, then, that the transitional church is appropriate only for newer suburbs?

A. Not necessarily. It's true that, for the most part, the parish on the "fringe" or suburban areas of any metropolitan center in the country—the one in whose boundaries there is a transformation of rural or agricultural regions into subdivisions of homes—provides the ideal situation for the transitional church. The transitional church might also be considered in older parishes located in areas that are undergoing extensive redevelopment.

Actually the location of the parish is not the prime criterion. The factors of present and future growth of the membership of the parish, as well as the character of the "new" families, are definitely important. This transition in the number and the type of membership affects the kind and size of facilities—not only for the school, but for worship, rectory, and convent use as well.

Q. Then you would say that the parish itself need not be new to consider the advisability of building the transitional church?

A. No. In fact, one of our churches was built by a parish which has celebrated its centennial. The area which it serves has been engulfed by the extension of residential building from the neighboring "big" city. The older church was too small and had to be replaced.

The architects have constructed two approaches to the transitional church

Q. Is the relationship of church and school building plans important?

A. Absolutely. One way to consider the transitional church is as a "hub" or "core" of the present and/or future classrooms. Although the church will be used for worship as soon as it is constructed, its design and material specifications must be considered with a view to future school use.

Q. You have, then, definite ideas as to which materials the transitional church should use and how it is to be situated in relation to classrooms to achieve an effective transition?

A. Yes, we do, although there is a great deal of latitude with each individual church, as the accompanying illustrations demonstrate.

Before we go into this, though, let's consider what must precede the design and specifying processes. It's important to form an idea, as accurately as possible before design and construction, of the functions of the church area when it is to be used for the school program. Let us say that at some future date the area served by the parish achieves residential stability, and a permanent church is constructed. The school "takes over" this former church space. Years before, at the beginning of the design procedure, some decision should be made as to how the school will use the room. In spite of the flexibility of the transitional church, this pre-planning can greatly augment the conversion.

Q. You mean whether the school will hold assembly there or have its lunch period there?

A. Yes, decide which of these "multi-purpose room" functions will, most likely, occur in the room. There are, generally speaking, three roles such a space can provide: auditorium, gymnasium, and cafeteria. In most cases, this area can serve all three functions equally well. At least, most research indicates such "activity-shared" use does not hamper the educational program.

Q. Future building is a very important point for the pastor to consider then?

A. Especially as it relates to present structures. Let's say an older parish which is experiencing this explosion of suburbia has a parish hall. Presently, both the social functions of the parish and the lunch program of the school are served adequately by this building. As the parish grows, however, will this building still be usable for these purposes? If the parish hall can continue to serve these two phases, then the transitional church can be converted as an auditorium for school assemblies and as a gymnasium for the school's physical education program. If the older structure will not, new factors in design and construction of the church arise.

Another point to remember in the school use of this multi-purpose room is whether the area might be divided off by folding doors to provide outside-of-the-classroom curriculum opportunities. Years from now, many innovations in education techniques now being researched will fit into the teaching-learning program. Enrichment experiences for the gifted;

remedial exercises for the slow learners; creative work for the artistically talented; and what is often termed "semi-departmentization" — all these will involve segregating students from many grades (or heterogeneously) for these special experiences. It is advisable to plan for this division of space when necessary. The advance of team teaching, televised lectures, etc., also seem to fit into the portioning of the school multi-purpose room.

And going beyond this are the many social functions of the parish which will supplement the school uses of the room. Future flexibility of this space will apply in these activities also.

Q. How do these purposes affect the church design?

A. They affect the design primarily as to the allocation of space for what is often called the "auxiliary" areas of future school needs. We know what spaces must be provided for church use: the nave, the vestibule, the sanctuary, the sacristies. In addition, consideration must be given to spaces for the choir, confessionals, and baptistry. However, if the future school use involves physical education, what present church spaces can be adapted for dressing rooms and showers — if the latter is considered advisable? If the room is planned for future cafeteria use, what area will be converted to the kitchen? And, of course, the pastor and the architect must never overlook the need for storage space.

Q. There must be, therefore, a definite provision made structurally for a smooth conversion.

A. There should be; otherwise the flexibility, which we mentioned earlier as an important asset of the transitional church, will be adversely affected.

Q. What kind of materials should be considered when constructing the transitional church?

A. One consideration is the interior wall finish. The transitional church might well have painted block wall with a tile wainscot. While this is quite functional for a transitional church, it is not generally considered satisfactory for a permanent church. We have strived to create an atmosphere conducive to worship with the addition of some liturgical symbolism and also by the use of materials that are generally associated with churches.

Then there are the mechanical facilities — for heating and ventilating, and lighting — which must be specified with a view to present *and* future use. The fresh water and waste pipe runs for both purposes must be considered. Aesthetically, the church should be appealing, but elaborate design is wasteful.

Q. Do the same factors apply to locating the church in relation to present and future classrooms?

A. As was said earlier, the multi-purpose room should be a focal point in location to classrooms. This does not necessarily mean, centralized. But the classroom traffic should flow into this area. At the same time, this traffic should not be channeled through this room when future classroom wings are to be constructed.

(Interview concluded on page 60)

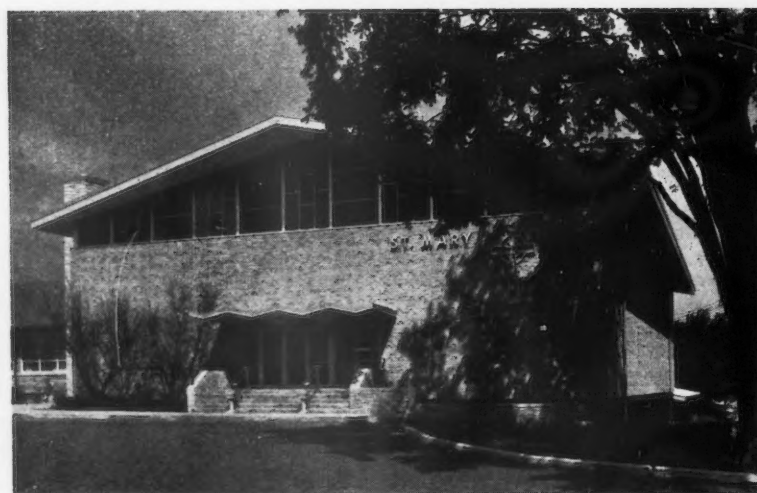


OUR LADY OF LOURDES TRANSITIONAL CHURCH

One approach to the transitional church is the new building at Our Lady of Lourdes parish, Milwaukee, Wis. Its interior features exposed structural materials, steel frames, perforated steel Acoustideck, and concrete block walls that harmonize with the beautiful simplicity of the sanctuary. Color is introduced by colored glass blocks windows along the side and by bright colored metal and glass light fixtures. Wood paneling along the nave hides air conditioning and heating ducts. The sanctuary features an altar background of walnut and white oak, a curved wall of Italian marble, a communion rail of white oak and gold, and blue-gray carpeting. When the building program is completed, the sanctuary will be removed and the room will be converted into a gymnasium.

The exterior of the building features buff brick, exposed steel frames. A horizontal band of bright colored ceramic tile ornaments the end walls and harmonizes with the colored glass block band along the side walls. Pastor of the parish is Rev. Charles A. Kleefisch.





Another transitional church by the same architects is
ST. MARY'S
at Hales Corners, Wis.

This transitional church at St. Mary's parish, Hales Corners, Wis., someday will be a school gymnasium. The exterior features a sloping roof that matches the adjoining classroom wings, tinted glass windows, a simple design in the brickwork, and a low entrance canopy. The corrugated pattern of the exterior canopy is repeated inside at the rear door and in the floating acoustical plaster ceiling. Side walls have texture and pattern by projecting concrete blocks one inch. Air ducts and grilles are concealed in the walls. Rev. Thomas Trahey is pastor.

Q. From your experience, would you recommend the transitional church if a parish meets your earlier "situational" qualifications?

A. It depends upon the philosophy of building of the parish, of course. But consider the advantages of such a facility. Consider how much such a converted church contributes to the future educational program without sacrifice of present worship services—all without an unnecessary financial strain that immediate permanent church construction imposes.

One pastor in our area said some Sundays ago that when forming a construction plan for the parish, all the planners agreed that "the school's the important thing. The classrooms

have to be built first." That's probably true. But with the transitional church, there is no real drain on church services before later permanent worship construction. With a few, quite inexpensive touches, the transitional church can be attractive when used as a church today—and it can be functionally appealing when used tomorrow for school and social purposes.

The real point to building the transitional church is that its versatility provides the very best facilities possible for the present situation at the lowest cost. And it provides this service in the two areas of parish construction—the church and the school—which pose the great challenges to the parish.

Diocesan Insurance Plans

Protect Teachers and Pupils

By Rev. John T. Foudy

Superintendent of Schools, Archdiocese of San Francisco

● EXTRAORDINARY INCREASE of Catholic school enrollments during the past decade has brought with it a challenge that earlier parish school administrative measures cannot meet. This challenge is compounded in part of the following elements: a marked change in the ratio of religious and lay teachers, a struggle with public schools for a share of trained lay teachers, the increase of medical costs, the rise of insurance-conscious families, and the threat of suit for even minor injuries. To meet some aspects of this multi-faceted challenge, the school board of the Archdiocese of San Francisco has adopted two insurance plans which may be of interest to parish school administrators elsewhere.

Teacher Health Insurance

The first plan is a health insurance program for teachers both religious and lay. The school board recognized that it would be hardly possible for the salaries in Catholic schools ever to match those in schools supported directly from the public treasury. However, it was also appreciated that those who entered the religious life or who served as lay teachers in the parish schools did not in their generosity expect such equality of monetary rewards. But these men and women were legitimately concerned that an unexpected illness or injury might not only wipe out their meager savings but even plunge them into debt. In brief, they were willing to assume the duties of instruction in Catholic schools for necessarily lesser financial rewards, but they welcomed some assurance that an unexpected catastrophe would not burden them for years. The Archdiocesan Health Insurance Program for Teachers has given them this assurance.

The insurance plan for teachers works as follows: The pastors in all parish schools and the principals in Archdiocesan schools, pay the entire premium for

all teachers and other full-time staff members. This program covers both religious and lay personnel and represents a fringe benefit on the regular salary paid. Incidentally, Sisters in parish and archdiocesan schools receive a salary of \$1,200 a year, plus the physical maintenance of their convent and such ordinary bills as light, water, heat, taxes, and local telephone calls. Brothers who staff the two Archdiocesan high schools receive \$1,500 a year, plus the same residence support as the Sisters. Elementary lay teachers start at \$3,250 annually. High school teachers have a scale with a starting salary of \$3,600 per year.

Insurance on teachers does not use an identical schedule for religious and lay teachers. The hospital benefits of lay teachers are necessarily somewhat higher, and this is reflected in the insurance premium. In August, every pastor with a school, together with the principals of Archdiocesan high schools, is billed for the insurance premiums due on his teachers. One reason for the relatively low premiums on both teacher health insurance and student accident insurance can be found in a system-wide participation of the schools through the Department of Education. Each lay teacher's premium is \$4.50 per month while each religious teacher's premium is \$4 per month. If a lay teacher should wish to incorporate his or her family into the program, the added premium of \$7.60 per month must be absorbed directly by the teacher and not the school.

The program, then, has these features: It blankets every teacher in all parochial and Archdiocesan schools; the premiums are paid by the parish or school, and not by the teachers; and the entire program is under the supervision of the Department of Education, although private insurance carriers are used. The reaction of teachers, the medi-

cal profession, and hospitals to the program seems to have been excellent. The school office itself has found that the more than 1900 participant teachers, both religious and lay, are grateful to have some of the uncertainties of illness lifted from them.

Pupil Accident Insurance

For decades, the Archdiocese of San Francisco has carried public liability insurance to protect the Roman Catholic Archbishop, a Corporation Sole against suit for alleged carelessness that led to injury in or about Archdiocesan properties. This very necessary form of coverage applied to schools. However, it sometimes complicated the administrative duties of pastors, principals, and the superintendent. In order to collect damages, it was ordinarily necessary that those injured give clear evidence of neglect by means of formal suit. Because insurance investigators and parents did not always agree on the facts of a case, some very awkward situations arose. The ordinary caution of an insurance company was sometimes interpreted by parents as callousness on the part of the pastor. Tempers arose on occasion, and the suits introduced subsequently did little to promote a favorable image of the Church. This unfortunate situation has been almost completely eliminated by the Student Accident Insurance Policy inaugurated some six years ago.

This policy makes payments to families immediately, whether the school is at fault or not. The prompt payment for injuries has done much to settle a potentially explosive situation. Features of the San Francisco program are:

1. All children in parochial and Archdiocesan schools are covered. Students in schools owned by religious communities may join if the administration guarantees 100 per cent enrollment.

2. The annual insurance fee currently is \$1.25. This is collected from the parents at the same time the annual book rental fee is paid. The parish is responsible only for students who do not pay.

3. The schools are billed directly by the Department of Education, and school payments are channeled through the school office. The program's effectiveness depends upon 100 per cent enrollment and centralization of procedure.

4. The insurance program features a \$5 deductible to eliminate "band-aid" cases.

5. Payments to the doctor are made according to the California Workmen's Compensation schedule. At first, some

doctors objected to the schedule because payments were lower than those they ordinarily charged. However, there seems to be a growing realization that prompt payments offset other disadvantages. Perhaps too, the increasing pressure for some kind of a federal medical program may have led to a change of viewpoint.

6. The insurance covers any injuries incurred on the school premises during the regular school day, or on school-sponsored activities, both in and away from the school. Hence, the program applies to field trips, to school-owned buses, to chartered buses, and to private cars when they have been officially designated by the principal for a school-approved trip. Moreover, it includes some boarding school students.

7. This insurance program makes pay-

ments even if the child belongs to another family program.

8. The \$1.25 annual student premium does not cover students while they are engaged in interscholastic football. A separate policy has been devised for these injury-prone players who have in the past upset so many insurance arrangements.

This students' insurance program is now widely accepted by schools and parents. During our 1960-61 academic year, it covered 83,186 students. Its effectiveness depends upon 100 per cent participation, collection of the fee when the school year begins, a centralized system, and prompt service. The program in San Francisco has done much to promote a better public image of the Church.

Administrators of parochial schools are warned of

A TREND TOWARD TORT LIABILITY

By William W. Smith, Ed.D.

Assistant Professor of Education, University of Portland (Ore.)

● UNTIL 1942, when the now widely noted Georgetown College case was decided, there had been comparatively little need to be concerned over tort liability of charitable institutions. Until that time the American courts, using the immunity precedent established in English courts, had tended to grant relatively complete immunity in tort actions to eleemosynary institutions including, of course, parochial schools. Prosser, the legal scholar, stated that "prior to 1942, only two or three courts had rejected the immunity of charities outright."¹ Since that time, however, there has been a decided trend away from granting tort immunity to charities.

Three recent cases involving tort liability of charitable corporations give further evidence of the trend in holding these corporations liable. In the case of *Kojis v. Doctor's Hospital*, the Supreme Court of Wisconsin stated:

... we will no longer recognize the defense of charitable immunity where a paying patient is seeking recovery from a charitable

hospital for the negligent acts of the hospital, its agents, servants, or employees, and we hereby overrule all our prior decisions that are inconsistent with this opinion.²

In *Parker v. Port Huron Hospital*³ the Michigan Supreme Court also held that a charitable hospital would not be held immune from liability for injuries of a patient due to the negligence of a hospital employee. While the Supreme Court of Montana has not as yet ruled on the question of immunity or liability of charities in tort, in April, 1961, a United States District Court held a hospital is not immune from tort liability by reason of the fact it is a charitable corporation. In making this decision, the court thought it "proper to follow the trend of modern decisions."⁴

Although each of these three cases cited has been litigated against charitable hospitals, one must nevertheless recognize that the basic question before the courts is that of immunity or liability of charitable corporations.

¹William L. Prosser, *A Handbook on the Law of Torts*, 2nd ed. (St. Paul: West Publishing Co., 1955), p. 787.

²*Kojis v. Doctor's Hospital*, 107 NW 2d 131.

³*Parker v. Port Huron Hospital*, 105 NW 2d 1.

⁴*Howard v. Sisters of Charity of Leavenworth*, USDC, Montana.

Different Policies in States

At the present time the American courts are not following a single "national policy" in their decisions on liability or immunity of charities. In general, one finds that there are three categories into which the various courts are divided on this issue:

1. Jurisdictions holding that the charitable institution enjoys *no immunity* from tort liability. This position has been held in Alabama, Alaska, California, Delaware, District of Columbia, Florida, Iowa, Kansas, Michigan, Minnesota, Montana, New Hampshire, and New Jersey.

2. Jurisdictions holding that the charitable corporation enjoys *complete immunity*. This position was held in Arkansas, Maine, Maryland, Massachusetts, Missouri, Oregon, Pennsylvania, and South Carolina.

3. Jurisdictions holding that the charity enjoys *qualified immunity*. The qualified immunity position has been held in Colorado, Connecticut, Georgia, Illinois, Indiana, Kentucky, Louisiana, Nebraska, Nevada, North Carolina, Ohio, Texas, Virginia, West Virginia, and Wyoming. In these states the immunity is qualified on a number of bases, including such factors as the status of the victim of the tortious act as a stranger or beneficiary of the charity; or on corporate neglect in employing and retaining negligent employees. Engaging in non-charitable activities, especially if of a commercial nature; and in maintenance of a nuisance add further qualifications to the immunity of charities. In Illinois the immunity has been qualified to the extent that only the trust funds of the charitable corporation are held immune.

Perhaps the true significance of these positions lies in the definite trend which appears to have been established. Whereas prior to 1942 only two or three states failed to grant immunity to charities in tort cases, at the present time 23 states grant no immunity at all, 15 states qualify the immunity, eight states grant relatively complete immunity, and apparently the states of Hawaii, Idaho, New Mexico, and South Dakota are as yet undecided.

Administrators in parochial schools might be well advised to analyze the areas of potential liability in their schools, and to establish with their teaching faculties policies and procedures designed to eradicate the possible "trouble spots" which might lead to law suits against them.

P.I.P. — A NEW KIND OF PROPERTY INSURANCE

**It eliminates the coinsurance clause;
and offers extended coverage at appreciable rate savings.**

By William A. Millmann

The Roberts Company, Milwaukee, Wis.

● **FOR THE FIRST TIME** in history, your local insurance agent has an insurance policy in his portfolio which is specifically designed to meet the requirements of institutional and public properties. Until about a year ago, the administrators of such properties had to be content with property damage insurance geared to the needs of the corner grocer and ill-suited to the complicated requirements of a giant hospital, school, or parish property.

In most cases, the person responsible for an institution's protection finds himself handling insurance matters in addition to his other duties. The old type policy, loaded with a coinsurance clause and, many times, written for amounts specific on each building and specific on the contents of each building could concern him greatly. Now, he can call his agent and say, "Insure everything we own, no matter what it is or where it is, and if there is a loss I choose not to worry about being made a coinsurer or how much the loss payment is to be reduced for depreciation." His agent will find such coverage available under the new Public and Institutional Property Plan.

Insurance men call this new plan the P.I.P. The mechanics of putting it in force are relatively simple. First, even though the business is to be placed with several agencies and possibly several different companies, you must appoint one agent as your "broker of record." He, in turn, will select a company of record and together they must make all of the necessary value, rate and form filings to get the plan underway. Second, you must find the value of your property. Most agents will recommend that you employ an appraisal company to do this. If you may decide to develop your own insurable values, you will find that many of the larger insurance companies and some of the better agencies will have staff engineers to assist you. Third, you submit a statement of your values to your agent of record.

You may state your values either on a sound or a replacement value basis or in combination. If you file a sound value statement, your policy will be so written and the losses will be adjusted with the value of depreciation subtracted from the loss payment. If you file on a replacement basis, losses would be adjusted without regard for depreciation, and your property would be repaired or replaced "new for old."

Your agent of record will then submit your statement of values to his company of record. The company of record, if they find your statement acceptable, will in turn, submit the filing to the fire insurance rating organization in your state. The rating organization then calculates an account rate which is used by all agents and companies participating in your insurance. In effect, the acceptance of your filed statement by the company of record constitutes an agreement by all interested companies that your stated values are correct and hence the provisions of the coinsurance clause are set aside for a period of 12 months following your filing of values. You may renew this agreement on each anniversary date simply by filing a new statement of values. You cannot, therefore, be made a coinsurer because of underinsurance at the time of any loss.

Savings of P.I.P. Form

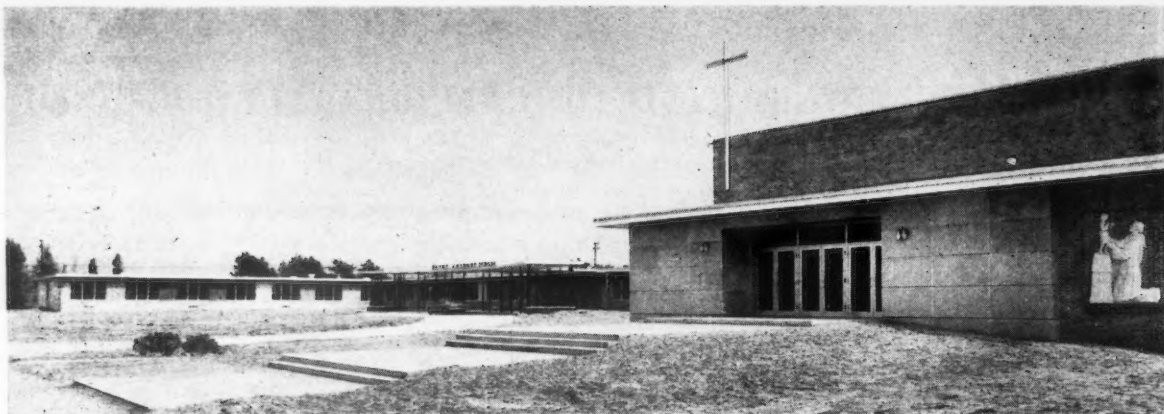
Normally, the use of the Public and Institutional Property Form will save approximately 33½ per cent of your rate for fire, extended coverage, vandalism and malicious mischief insurance. This saving is effected through the use of a deductible applicable to all losses except those by fire and lightning. The deductible amount varies by state from \$100 per building and an aggregate of \$1,000 per occurrence, to a flat \$500 or \$1,000 per occurrence.

In addition to rate savings, the P.I.P. will provide valuable extensions of coverage never before available. First of all,

the contract covers on a blanket basis. Since the provisions of the coinsurance clause are set aside, there is no pinpointing of coverage by building or other subject. Second, additional insurance (which may not exceed 5 per cent of the whole amount of insurance up to \$100,000) is automatically available to cover newly acquired properties or newly constructed properties for a period of 180 days from the date of start of construction or the date of acquisition. Third, additional insurance shall not exceed 1 per cent of the whole amount of fire insurance up to \$5,000 to cover the cost of research or other expense necessary to replace or restore records, books, abstracts, drawings, etc. Fourth, additional insurance shall not exceed 1 per cent of the whole amount of fire insurance up to \$5,000 to cover on property owned by any one impersonal property belonging to employees and with this not to exceed \$500 per employee. Fifth, additional insurance not to exceed 1 per cent of the whole amount of fire insurance up to \$5,000 to cover any other personal property situated anywhere in your state.

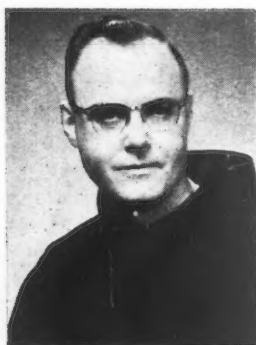
Along with improved coverage and premium savings, the P.I.P. will provide a supervised program of inspections to promote fire prevention and fire safety. The rating organization in your state will inspect your property annually. Following each of these inspections, the rating people will submit a list of reasonable recommendations to help you keep your church, hospital or school a safe place. It is hoped that this rather elaborate program of fire prevention will further reduce losses and, in turn, increase premium savings.

If you purchase the plan, you would be expected to insure not less than 90 per cent of your stated values but, we repeat, there is no coinsurance requirement. The plan as filed by most companies requires an annual minimum premium for insurance covering the perils of fire and lightning, extended coverage, vandalism and malicious mischief and, if applicable, sprinkler leakage of \$1,000 (however, in many states this has already been dropped to \$500).



St. Anthony of Padua School

This new elementary school in Parma, Ohio, has a temporary church seating 980.



Rev. Jeremy F. Fischer, O.F.M., is first pastor of the new St. Anthony of Padua parish, Parma, Ohio, established in June, 1959.



Robert W. Stickley, F.A.R.A., of Stickley & Associates, Cleveland, Ohio. The firm has designed more than 300 Catholic churches and institutional building, including this building.

● WITH forethought, advance planning, and good design, schools can be built to achieve the maximum educational space for the school construction dollar. A good example is the new elementary plant for St. Anthony of Padua parish, Parma, Ohio. This one-story, irregular H-shaped structure will accommodate more than 1000 students.

With its total of 62,500 sq. ft., the school provides for 26 standard size classrooms, ten of which are "in shell" for future completion. Four classrooms, for use by first graders, are equipped with lavatories and toilets. At present, the gymnasium area is used as a temporary church with 30 rows of pews on each side seating a total of 980. The altar rests on the stage platform of the auditorium. Below the sanctuary is a 3½ ft. high space for storage of chairs. Plenty of storage space is also found in the priests' and boys' sacristies adjacent to the altar. There is a crying room on the opposite side of the church.

The first floor also provides for administrative offices, health room, and faculty lounges for both lay and religious staff members. There is also a moderate size library of 465 sq. ft., for use by students and teachers.

The ground floor, only partially excavated, is used for kitchen, cafeteria, two meeting rooms, and a boiler room. The meeting rooms of exceptional size are 22 ft. wide by 79 and 105 ft. respectively. Each room can be partitioned by

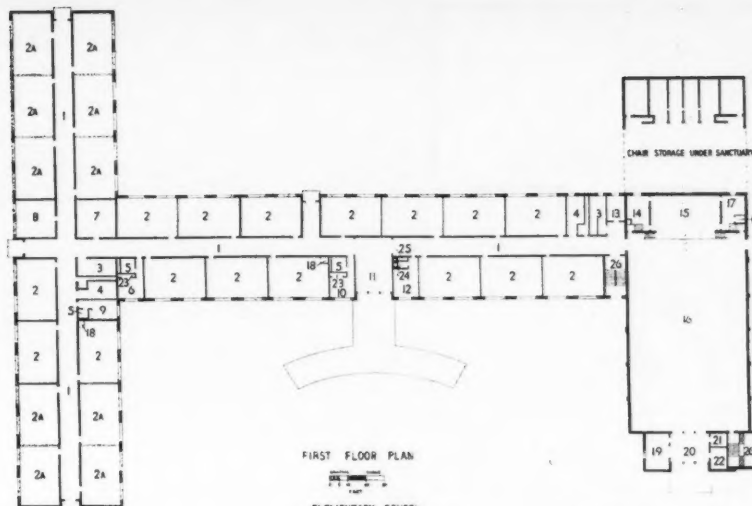
folding doors to make three smaller rooms for use as visual aid rooms or for smaller group activities.

Directly beneath the auditorium church is the cafeteria with a seating capacity of 548. It utilizes folding tables that recess into the walls when not in use, an arrangement that permits the space to be used for a social hall for large group activities by students or parent-teacher meetings. Adjacent to the cafeteria is a modern, stainless steel equipped kitchen with separate dish-washing and food storage areas.

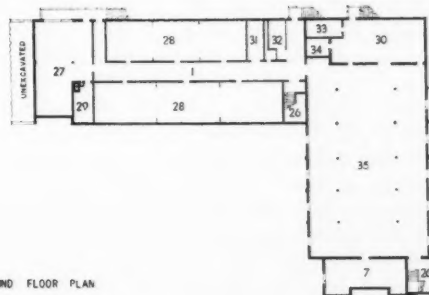
Simple, Durable Exterior

Exterior walls are masonry load-bearing of sunset yellow face brick with Indiana limestone trim. Since this type of wall meets all rigid building codes, a steel or concrete frame was omitted for considerable savings in construction costs. The flat roof is 20-year bonded Flexicore, built-up tar and gravel construction, a type classified as the most durable and maintenance free.

A circular driveway leads to the canopy-covered main entrance of the school. Six glass and aluminum doors have been deeply etched with scenes from the lives of St. Anthony and St. Francis. Glass mosaic panels of blue, green, red, yellow, and blue-green ¾-in. tiles add color to the exterior between the windows. These mosaic tile panels were made in Italy not far from Padua where the gentle St. Anthony spent his life.



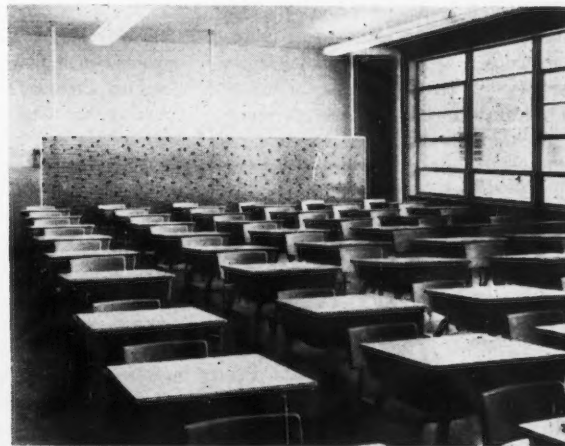
FIRST FLOOR PLAN
 ELEMENTARY SCHOOL
 SAINT ANTHONY OF PADUA PARISH
 PARMA, OHIO
 STECKLE AND ASSOCIATES
 ARCHITECTS AND ENGINEERS
 CLEVELAND, OHIO



GROUND FLOOR PLAN

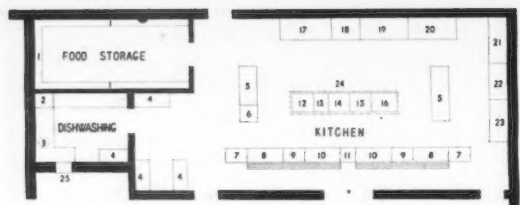
GROUND AND FIRST FLOOR PLAN LEGEND

- | | |
|-------------------------------|------------------------|
| 1. Corridor | 18. Lavatory |
| 2. Classroom | 19. Baptistry |
| 2a. Future classroom | 20. Narthex |
| 3. Boys' toilet | 21. Ushers' room |
| 4. Girls' toilet | 22. Religious articles |
| 5. Toilet | 23. Closet |
| 6. Lay faculty lounge | 24. Supply room |
| 7. Storage | 25. Paper chute |
| 8. Library | 26. Stair |
| 9. Health room | 27. Boiler room |
| 10. Religious faculty | 29. Meeting room |
| 11. Lobby | 29. Switch room |
| 12. Principal | 30. Kitchen |
| 13. Office | 31. Women's toilet |
| 14. Priests' & boys' sacristy | 32. Men's toilet |
| 15. Sanctuary | 33. Food storage |
| 16. Gymnasium & Church | 34. Dishwashing room |
| 17. Cry room | 35. Cafeteria |



A 4 by 16 ft. tropical screen partitions off the coat room from rear of each classroom. Walls are of painted block, with exposed painted Flexicore ceiling and asphalt tile floors. The corridor (left) has terrazzo floors and base, structural glazed ceramic walls and acoustical plaster ceiling. Insert panels add color to hallway, as do the metal doors finished in various shades of baked enamel. Note skylights and movable corridor partition partially pulled down from the ceiling.





KITCHEN AREA PLAN

ELEMENTARY SCHOOL
SAINT ANTHONY OF PADUA PARISH

These 31 panels form a durable, water impervious covering for the window spandrels. Near the temporary church entrance is a marble ceramic figure of the patron saint done in base relief and set in masonry. A 20-ft. gold anodized aluminum cross is attached to the facade. Floodlights illumine the building at night.

Interior Finishes

All interior building materials were chosen for practicality and durability while allowing for a fresh aesthetic atmosphere. All heavy traffic areas, such as corridors, lobby, narthex, and administrative offices, have a terrazzo tile floor, 6-in. terrazzo base, and glazed structural tile walls. Asphalt tile with 4-in. rubber cove base covers the floors, and exposed, painted concrete block forms the walls of most areas. Ceilings are finished with either acoustical plaster, smooth finished plaster, or exposed Flexicore painted as in all the classrooms. The stairwells of poured concrete covered with terrazzo risers, treads and landings promise built-in maintenance savings. Stair railing is aluminum pipe with welded joints. The stair wainscot is of glazed tile, 5 ft. 4 in. high, topped by the painted concrete block.

Decorative Features

The etched doorways at the main entrance open into a spacious lobby finished in glass mosaic tile with acoustical plastered ceiling. Facing the entrance is a wood carved statue of St. Anthony holding the Christ Child. Mosaic tile walls are interesting for their color composition. Three walls are covered with 3/4-in. glass tiles in variegated colors, other than red or yellow. Tiny gold mosaic spots have been intermingled on the wall behind the statue.

Individual, original panels of ceramic tile, 10 1/2 by 11 3/4 in. have been embedded in the colorful glazed ceramic tile along the corridors. These decorative tiles depict short verses of scripture,

inspirational phrases, and ejaculations to St. Anthony and St. Francis. There will be 60 panels when the final addition of the school is completed.

In the rear of each classroom, a 4 by 6-ft. tropicel or plastic screen partitions off the coat rack area. As light passes through the translucent, colorful panes, it brightens the room atmosphere.

All windows in the building are aluminum framed. Corridors are naturally lighted by 16 plastic skylights or skydomes. Fluorescent lighting is used in classrooms, corridors and cafeteria, while incandescent lights are used in the gymnasium, offices, other rooms, and under the outside canopy. Surface, pendant and recessed fixtures are used.

Heating system is forced hot water with gas firing. Heating units are individual classroom unit ventilators and recessed radiators in other areas. A public address sound system has an auxiliary system extended to the cafeteria and auditorium. The fire alarm system in the school is non-coded.

The two-year-old St. Anthony of Padua parish is located on a beautiful rolling and wooded plot of 55 acres. Fifteen acres will be permanently reserved for the development of the parish and the school, while the remaining acreage will be reserved for future development of a high school and faculty residence. The present building is 408 ft. long in front and 273 ft. along the side. Enclosing 890,000 cu. ft., it was completed at an estimated cost of 72 cents per cu. ft., and \$10.71 per sq. ft. The architects, Stickle and Associates, Cleveland, Ohio, estimate the total cost at \$746,836. It is interesting to note that when the ten classrooms left in shell are needed, they may be completed by voluntary help from parishioners. All that is needed is installation of chalkboards, finished flooring, partitions, lighting, heating equipment, and painting. If more classroom space is needed, there is space for another wing of 10 classrooms in the rear.

NURSING SERVICE VOTED FOR NONPUBLIC SCHOOLS

A new bill passed by the Pennsylvania legislature amends the existing School Health Services Act to state that "every child of school age shall be provided with school nurse services." The law makes nursing service available to some 500,000 parochial schoolchildren in the state at an estimated cost of \$4 million.

The State will reimburse school districts the full cost for rendering nursing services according to the same arrangement by which doctor and dental services are presently made. A ceiling cost of \$3.50 per child enrolled was named.

The legislative path of the bill — which passed the State Senate by a vote of 49 to 1; and the Assembly by a vote of 152 to 42 — has been beset with difficulties since its introduction last Spring. It had been voted down twice by the Senate Committee on Education and once by the House Committee on Appropriations. Until the final vote, it was under attack as violating the constitutional provisions relating to separation of Church and State. The measure had been sought by the Pennsylvania Catholic Welfare Committee and was endorsed by the American Civil Liberties Union, Pennsylvania AFL-CIO, and the Jewish Community Relations Council of Greater Philadelphia.

PRESIDENT KENNEDY CALLS FOR PHYSICAL FITNESS PROGRAMS

In a presidential message to schools on the physical fitness of youth, President John F. Kennedy has strongly urged school administrators to adopt three specific recommendations of the Council of Youth Fitness:

1. Identify the physically underdeveloped pupil and work with him to improve his physical capacity.
2. Provide a minimum of 15 minutes of vigorous activity every day for all pupils.
3. Use valid fitness tests to determine pupils' physical abilities and evaluate their progress.

"Although today's young people are fundamentally healthier than the youth of any previous generation," states the President, "the majority have not developed strong, agile bodies. The softening process of our civilization continues to carry on its persistent erosion."

"It is of great importance, then, that we take immediate steps to ensure that every American child be given the opportunity to make and keep himself physically fit — fit to learn, fit to understand, to grow in grace and stature, to fully live."

It was emphasized that while the school should give priority to the three recommendations listed above, it should strive to provide a comprehensive program of health education and physical education for all pupils. A booklet, "Youth Physical Fitness: Suggested Elements of a School-Centered Program, Parts One and Two," is available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 40 cents.



Photo courtesy of Wicks Organ Co.

Organ at St. Joseph's Seminary, Teutopolis, Ill.

—maintenance—

Care and repair of Pipe Organs

By Roy Anderson

Secretary, American Academy of Organ

● **MAINTENANCE** and repair of organs should at all times be handled by an expert organ repair man. Every experienced organ repairman is familiar with the troubles that result from amateur meddling and the subsequent expenses to the church when an expert repair man must be called in to undo a bungled job. It would be well if every organ could be equipped with some mental labels: "Handle with Care," "Do not bend, open, crush, or tamper with"; "If in doubt, call an expert."

Once sufficient respect for the organ, its maintenance and repair has been established, the question arises, "Where does one find an expert organ repair man?" An easy way is to check the advertising pages of the local telephone book, under the heading "Organs." Be sure to look for an expert on *pipe* organs, and avoid telephoning the "electronic" organ stores who usually are not familiar with the technical problems of a pipe organ.

Insist on an Expert

Ask the local organ company what pipe organ company it represents. The answer will probably be one of two possibilities: (a) "I am local representative of the X pipe organ company"; or (b) "I have a local organ business and buy my parts from an organ supply house." Either is a good answer. There are about a dozen large national pipe organ builders in this country, each with 12 to 40 local representatives scattered throughout the country. All repair men are factory trained and fully qualified to advise on organ problems. They gen-

erally advertise in telephone directories and their work can be recommended.

The second type of repair service is done by the independent local organ builder who has received his training at one of the large national factories and gone into business for himself, buying parts from one of several suppliers. These suppliers do not built complete organs themselves, but make all the various organ parts needed and sell them to the local independent builders. There are about 1000 such firms scattered throughout the United States and Canada. They, too, are listed in the local phone directories.

Since factory trained apprentices spend a minimum of four years studying this complicated instrument, it seems useless to describe even briefly, its many technical aspects. However, there are a few terms that the layman should understand.

There are four types of pipe organ tones. (1) *Diapasons* or "principals" are the "non-imitative" sounds that are termed "pure organ tone." The earliest pipe organs consisted mostly, if not entirely of diapason pipes. (2) *Flutes*, both open and closed, have a great value for soft accompaniments and solo combinations. (3) *Reeds* evolved about the same time as the flute family and are used in bold and soft form, with the bolder tones providing big chorus combinations and reinforcing the diapasons, while softer flutes are used for lovely solo passages. (4) *Strings* are the latest tonal addition to pipe organs, with the first string tone appearing barely 200 years ago. The flutes, reeds and strings

are more or less imitative of the individual musical instruments bearing these names, while the diapason is the only non-imitative organ tone. With these four basic tones, organists can produce a wonderful musical palate, equalled by no other musical instrument.

Diagnosing Troubles

Any instrument as complicated as a pipe organ will, naturally, be subject to a certain amount of repair and maintenance. Well-constructed organs, however, will need less service than one might expect. Also, the larger the organ, the more attention it may require.

Pipe organ should be tuned at the beginning of each seasonal change. It should be tuned a minimum of twice yearly. It is best to wait sufficiently into the season for the temperature to be stable. Wait until the church heating system has been turned on for a couple of weeks in Fall, and for a couple of weeks after it has been turned off in the Spring. The amount of tuning needed depends on the size of the instrument, how often it is played, its location, and variation of temperature within the building.

Some common troubles that can arise with the best of pipe organs are: *Leathering*—if the leather goes bad in an organ it must be replaced by a competent expert. *Ciphering*, i.e., any note which sounds when not played, can be caused by dust and other small particles that clog the valves. *Dead notes* are notes that will not sound when played. *Off speech notes*; any note that

sounds different from the rest, mostly found in reeds and generally caused by dust. *Runs*, a vague murmuring at several pitches without cause or murmuring of lower notes when certain high-pitched notes are played. *Sympathetic vibrations* are nonmusical rattling, buzzing, or rumbling noises heard when lower pitches are sounded.

Contract for Maintenance

It is best to have a yearly contract with an organ technician. This should simply state the number of regular calls the technician will make and the cost per call, also how much extra calls will cost if an emergency should arise. It may also state the amount no regular call may exceed; and if extra work should be required, it will be covered by a separate contract.

Expenses connected with organ main-

tenance and repair work will vary according to local conditions, labor supply, competition, and the distance from organ parts supply houses (shipping costs). Remember, regular attention to the organ generally avoids the possibility of sudden emergency breakdowns. The organ repair man who is familiar with the instrument from servicing it regularly will have advance notice of wearing out of parts. His report will enable the pastor to plan for such expenses in advance.

As in all industries, there are occasionally unscrupulous individuals who pose as "organ experts" who have neither experience, training, credit or proper ethics. Beware of the following: (1) the fellow who runs down the product, reputation and work of another man; (2) the "fly-by-night" operators who work out of moving vans and dis-

appear after conning a pastor into paying for work and parts that were not needed; and (3) the man who underbids everyone else, but who will not sign an ironclad contract stating delivery dates and exactly what parts are being replaced. Before signing on the dotted line, make a careful check on the background of the person with whom you are dealing. Generally speaking, the American organ industry is served by intelligent and ethical craftsmen and artists, who take pride in their work.

If you need more information on any organ problem, large or small, contact the American Academy of Organ, 10 Fiske Place, Mount Vernon, N. Y. Association files list 90 per cent of the organ builders, maintenance and repairmen in America. The association also offers a sample service contract at no charge.

Some suggestions on

PAINTING A SWIMMING POOL

● THE OLD problem of completely drying out a swimming pool before it can be repainted has been eliminated by the development of emulsion-type swimming pool paints which can be applied over wet concrete surfaces. Formerly, fickle weather conditions or ground moisture made it quite difficult to completely dry out a concrete pool.

The emulsion-type finishes are compatible with water. In fact, the Luminall Paint Co., makers of a new emulsion-type swimming pool paint, recommends that concrete surfaces be wet down prior to painting for an easier and faster application.

Four Steps to Repainting Pool

For previously painted concrete pools, a four-step process is recommended: (1) Scrape and wire brush any loose or scaling matter. If a glossy surface exists, use a wire brush or a solvent which will dull the gloss. (2) Scrub surface thoroughly with a trisodium phosphate solution (4 oz. per gallon of water) and rinse well with clean water. If algae or fungus remains, wash surface down with a solution of laundry bleach (1 qt. to 1 or 2 gallons of water) to remove it, then rinse surface thoroughly. (3) Apply the first coat of paint while surface is still wet, brushing it well into the surface. (4) Apply a second coat on the following day with brush, roller or spray.

For New Pools

When painting new or previously unpainted concrete pools, an acid wash is required as the first coat. Wet the surface with clean water and then apply muriatic acid consisting of a 10 per cent solution in a wooden or enamelware bucket. Check the label on the acid bottle. If it states "20 per cent solution," mix one gallon of acid with one gallon of water. Stronger solutions should be diluted with proportionately more water. Let it stand 15 to 30 minutes until bubbling stops. Wear goggles, rubber gloves and rubber overshoes. Brush on the acid solution with a long-handled scrubbing brush. All spots that remain smooth should be redone with full-strength acid. Using hose, rinse well with clean water. Then scrub surface with trisodium phosphate solution, followed by a thorough water rinsing. Then apply first coat of paint while surface is still damp.

Like many water soluble paints, these new swimming pool finishes save the cost of thinners, solvents, additives, and utensil clean-up chemicals. Brushes and rollers should be washed with common soap before and after use. Spray equipment should be thoroughly washed immediately after use and before paint has a chance to set. Experts recommend that when brushes and rollers are washed at the beginning of a job that some soap suds be left, squeezing out



Scrub down the entire surface with trisodium phosphate solution, then rinse well with a hose. While surface is still damp, apply the first coat of paint. The emulsion-type swimming pool paints may be applied with spray, roller or brush, but brush works best in hard-to-paint corners.

the surplus water. After the initial two-coat painting, many owners find it economical to use only one coat each year thereafter to keep the pool new looking and colorful.

Paint specifications and color cards are available through Luminall Paints, Chicago 9, Ill.

(Circle Index Code No. C5J5)



Photo, Poultry and Egg National Board

— food service —

Do you serve the same menu . . . in the same way for every parish communion breakfast? Here's how to use quantity cooking methods and equipment in the parish kitchen to

Perk up Breakfast Menus!

● AT COMMUNITY MEALS, a comradeship is formed and perpetuated when friends in faith break bread together. This good fellowship partially accounts for the growing interest and participation in our monthly parish communion breakfasts. It is important that those who serve the meal, as well as the faithful who attend, take pride in their contribution to this worthy activity.

Like all community affairs of merit, the success of a monthly breakfast program depends largely on planning: thorough, diligent, long-range planning. One year in advance is not too far ahead for menu planning. A cook (or committee) who plans ahead can avoid a repetition of foods and will have time to plan new dishes that will stimulate the interest of those who serve as well as those who are fed.

If you have been serving chilled juice as an appetizer, then why not try something else for a change? Sometimes a lack of suitable serving dishes may be an excuse for not changing the menu. However, a quick glance at magazine food pages will show that tradition has given way to eye appeal and novelty. No longer is it considered necessary for fresh fruit to be served in a footed glass dish, try glass punch cups or shallow glass dishes. Often suitable dishes may be found in your local dime store. Apply your ingenuity to present foods as attractively as possible, and transform a mediocre repast into a pretty picture meal.

By Ruth E. Preschley

*Institution Electric Cooking Consultant
Commonwealth Edison Co., Chicago, Ill.*

First, determine the menu pattern. In most urban parishes, just two courses are served: an appetizer and main dish such as ham and eggs, accompanied by toast and coffee. In some rural areas, a three-course meal may be desirable. Then, the appetizer is usually followed by a bowl of hot cereal, in addition to the regular two-course breakfast.

Start With the Appetizer

Here are some suggestions for the appetizer or first course: Use fresh fruits in season or canned or frozen fruits and garnish or serve them attractively:

APPLE SAUCE: serve in sherbet glasses, sprinkle crumbs of ginger snaps in center of apple sauce.

APPLE SLICES: serve in shallow glass dish, ladle over fresh apple cider, and sprinkle with chopped fresh mint.

FRESH BERRIES: sprinkle a few blueberries over red raspberries in a glass sauce dish. Leave stem on large strawberries and use these to garnish sliced strawberries. Serve blueberries or blackberries in shallow bowl with a few melon balls as garnish (watermelon, cantaloupe, or honeydew may be used). Or serve berries in a deep bowl and pass cold cereal, sugar and cream.

GRAPEFRUIT SEGMENTS: arrange pinwheel fashion in shallow dish, garnish with cube of cranberry jelly.

MELON: slices of cantaloupe or casaba melon can be served with lemon wedge and a sprig of mint on the melon. Serve honey-

dew with lemon wedge and pass a glass shaker of ground ginger. Sprinkle a few berries in the center of a half cantaloupe.

ORANGE SLICES: arrange on small plate with garnish of prune. To prepare prune garnish, cut cooked prune in quarters, roll firmly into long tapering oval. Place in neat rows on platter and brush with warm corn sirup. Chill before using.

PINEAPPLE: slice, pare, and remove eyes from fresh pineapple, cut into small pieces and sugar lightly. Place small mound (1 tsp.) fruit sugar in center of small plate, place whole strawberries on top and surround with pieces of pineapple. Save the green tops of pineapple, wash well. Sliver each leaf into narrow strips $\frac{1}{4}$ in. wide; pierce two leaf slivers into a pineapple cube like rabbit ears, as a garnish for each serving of fresh pineapple.

SLICED PEACHES: sprinkle lightly with dark brown sugar, pass fresh cream or half and half.

DRIED FRUITS: steam dried apricots and prunes in separate containers. Sweeten to taste, add a few slices of lemon for seasoning and chill before serving. Serve an equal number of prunes and apricots in sauce dishes and add a few tablespoons of juice. Appearance of fruit is better if cooked separately. Dried pears and peaches with mission figs or raisins are also a good combination.

STEWED FRESH FRUITS: remove skin from peaches and pears before poaching in small amount of water. Cover while cooking. Remove from heat when soft, but not mushy. Sweeten to taste. Season pears with lemon, a piece of ginger root, or candied ginger threads. Add grating of nutmeg or mace to peaches. Chill before serving.

FRUIT OR VEGETABLE JUICES: serve chilled in glass punch cup, float a small piece of fruit on top for garnish. Garnish orange juice with a small section of orange or tangerine, or a cube of orange jello. To-

mato or vegetable juices may be served in 4-oz. glasses, topped with a small dab of sour cream, sprinkled with chopped parsley. Pass an assortment of crackers.

HOT BUTTERED TOMATO SOUP: serve 4 oz. ($\frac{1}{2}$ cup) in heated coffee cups. Float pat of butter in soup and pass baskets of assorted crackers or pretzelettes.

The Entree

Ham and eggs, or bacon and eggs are perennial favorites, but occasionally a change may be welcome. How about trying one of the following? Browned chicken livers with crisp bacon and steamed rice. Fried cornmeal mush with maple sirup and pork sausage patties. Baked French toast or orange French toast with sirup and baked Canadian bacon. Baked pork sausages with buttered apples. Browned corned beef hash with baked egg. Scrambled eggs with diced ham or pork sausage. Potato omelette. Some of these recipes follow.

Next is a hot bread. Although toast is generally served, it is almost impossible to serve piping hot to a large group. For this reason, it is best to serve assorted rolls that have been heated, or assorted bread slices, and a bit later pass baskets of hot sweet rolls or hot breads just out of the oven. By using Brown 'n Serve dinner rolls, many pleasing combinations of sweet rolls may be offered with a minimum effort. Some

tasty combinations include: almond raisin caramel rolls, fruited rum rolls, toasted almond rolls, raisin pecan rolls, maple nut rolls, coconut caramel rolls, and candied apple rolls.

Top off a meal with good, hot steaming coffee, but be sure to provide instant caffeine-free coffee, tea, or milk for those who do not enjoy coffee.

With the ideas presented here, combined with your own, it should not be any problem to write down several menus, one for each month featuring foods in season. Next write down the ingredients called for in the recipes you are using, check with culinary data charts for the quantity needed, calculate your requirements and place your food order. Whenever possible, orders should be placed through the school cafeteria. It is always more economical to buy foods in the largest practical container, and on some items, such as commercially packed bacon, there are more slices per pound than in residential or retail packs.

Planning Committee Work

You are now ready to plan your committee work. If anything can be done in advance, so much the better. Make use of the quantity cooking equipment in your parish-school kitchen. Use the large flat baking pans for cooking,

storing, and serving food. Often appetizers can be prepared the previous day, wheeled into the refrigerator overnight, for quick service the next morning. Wheel carts of food and plates to the serving line or tables, instead of carrying individual place settings or heavy trays. If you are unfamiliar with quantity cooking equipment, ask the advice of your school lunch director.

One problem of a chairman is coping with different personalities. However, if as chairman, you can get your committee to realize that there are no jobs of minor importance, you will bolster their ego and make the going smoother. Even the most superb gourmet dish will lose its appeal if it is served on a grimy, dirty plate with tarnished silverware. So the importance of "K.P." or proper dishwashing and sanitizing is immediately apparent. Women who set the table have an important job making the tables look uniform, attractive, and checking that the silver and china are spotlessly clean. A good meal can be spoiled by indifferent service, so those who serve have an important job. As you check down through each step of preparation, cooking, serving, and cleaning, you will find that *each* is an important step to the ultimate success of the meal.



BAKED CANADIAN BACON

The entire loin strip of Canadian-style bacon weighs approximately 7 pounds. To bake, leave the outer casing on, place meat on rack in shallow pan, bake at 350° F until the internal temperature reaches 160° F. Generally 10 to 12 minutes per pound, or a total of 1 to 1½ hours of baking time. If 2 slices of bacon are served as a portion, approximately 12 lbs. of bacon will serve 50.

OVEN BROILED BACON

Place baking racks in long baking pans. Place the slices of bacon, slightly overlapping, on the racks. Use only enough slices to fill the length of the racks. Bake at 400° F for 12 to 15 minutes or until bacon is the desired crispness. Try to avoid overcooking as crispy bacon is saltier and breaks readily. To separate the slices of bacon, use the thin side of a rubber scraper. Do not turn bacon as it cooks.

Allow the bacon fat to cool so there is less danger of a serious burn if the pan should slip and the fat spills. When the fat is cool, it may be poured into a deep container that has about one inch of water on the bottom. The sediment of the fat will sink to the bottom and the fat will float on top; also it is easier to clean the container of fat without having to scrape the bottom of the container.

Serve 2 slices per portion. Sliced bacon in retail pack yields 20 to 22 slices per pound; restaurant pack yields 22-26 slices. For 50 portions, order 5 lb. or 4½ lb. respectively.

SCRAMBLED EGGS

Eggs, Whole, Beaten
Salt

Yield: 50 servings, $\frac{1}{2}$ cup each

4½ quarts (7 doz.)
6 tablespoons

Combine ingredients. Beat lightly. Pour mixture into greased pans and bake in moderate oven (350° F) until eggs are cooked. Stir every 4 or 5 minutes or: cook in pan on top of range stirring continuously.

Scrambled Eggs and Ham: Use only 4½ dozen eggs. Add 6 pounds of diced or minced cooked ham before cooking.

Scrambled Eggs and Pork Sausage: Use only 4½ dozen eggs. Add 6 pounds of cooked diced sausage when eggs are partly cooked.

PAN FRIED EGGS

Eggs, Whole
Shortening, Melted

Yield: 50 servings, 2 eggs each

100 (8½ doz.)
3 cups

Break two eggs into a bowl, repeat until sufficient eggs are prepared to fill the skillet or roasting pans to be used for frying. Place shortening as required in skillets or roasting pans. When fat is hot, place eggs in pan. Cook over very gentle heat until eggs are firm, 5 minutes for soft yolk, 7 minutes for medium yolk. Sprinkle with salt and pepper.

Turn eggs and cook on other side if desired. Serve immediately. Repeat until all eggs are fried. Note: If bacon is being served, use bacon fat for frying eggs.

Griddle Fried Eggs: Set griddle for 400° F. When griddle reaches desired temperature, cover with a thin layer of melted fat and fry eggs on the heated surface.

Oven Fried Eggs: Preheat oven 450° F. Place eggs in hot fat on baking sheet. Cook in oven until eggs are firm, 5 minutes for soft yolk, 8 minutes for medium yolk, 10 minutes for medium hard yolks. Serve immediately from pan in which cooked.

A case of fresh eggs, medium size, contains 30 doz.

TOPPINGS FOR BROWN 'N SERVE ROLLS Yield: 48 Rolls

The same method is used for preparing these delicious sweet rolls. All recipes use 4 doz. packaged Brown 'N Serve dinner rolls. Combine all topping ingredients and spread over the bottom of a shallow quart loaf pan or muffin cups. Place rolls with tops down over the mixture. Bake in hot oven, 400° F for 15 minutes. Let rolls stand in pan one minute after removing from oven. Invert pan to remove rolls so topping mixture is up. These kitchen-tested recipes are through the courtesy of the American Institute of Baking.

MAPLE NUT ROLLS: $\frac{2}{3}$ cup Brown Sugar; $\frac{2}{3}$ cup melted Butter or Margarine; $1\frac{1}{2}$ cups Pure Maple Sirup; $1\frac{1}{2}$ cups chopped Nuts; 48 Rolls.

TOASTED ALMOND ROLLS: $\frac{3}{4}$ cup Sugar; $\frac{1}{2}$ teaspoon Water; 6 tablespoons melted Butter or Margarine; $1\frac{1}{2}$ teaspoons Lemon Extract; $\frac{3}{4}$ cup sliced, toasted Almonds; 48 Rolls.

RAISIN-PECAN ROLLS: 3 cups Seedless Raisins; $1\frac{1}{2}$ cups chopped Pecans; 6 tablespoons melted Butter or Margarine; $\frac{3}{4}$ cup Honey; 48 Rolls. Place 1 tablespoon of mixture into each muffin cup.

FRUITED RUM ROLLS: 1 cup plus 2 tablespoons of Sugar; 6 tablespoons Water; 6 tablespoons melted Butter or Margarine; $2\frac{1}{2}$ tablespoons Rum Extract; $1\frac{1}{4}$ cups diced mixed Candied Fruit; 48 Rolls.

CANDIED APPLE ROLLS: $1\frac{1}{2}$ cups Brown Sugar; $1\frac{1}{2}$ teaspoons Cinnamon; $1\frac{1}{2}$ teaspoons Nutmeg; $\frac{3}{4}$ cup melted Butter or Margarine; 3 cups chopped Apples; 48 Rolls.

COCONUT CARAMEL ROLLS: 2 cups Brown Sugar; 1 cup shredded Coconut; 1 cup melted Butter or Margarine; $\frac{1}{2}$ cup Water; 48 Rolls. Into each greased muffin cup, put 2 teaspoons brown sugar, 1 teaspoon shredded coconut, 1 teaspoon melted butter, and $\frac{1}{2}$ teaspoon of water. Bake as directed.



Photo, Armour and Company

BAKED PORK SAUSAGE PATTIES WITH BUTTERED APPLE SLICES

Yield: 50 servings, 2 patties each

Fresh Pork Sausage Meat: 13 pounds

Shape sausage meat into 2 ounce patties, about 8 to 1 pound. Arrange in baking pans. Bake at a constant temperature in a slow oven of 325°-350° F for 25 to 30 minutes or until well done. If the sausage meat is very fat, pour off the fat as it cooks out of the patties.

BUTTERED APPLE SLICES Yield: 50 servings, approx. $\frac{3}{4}$ cup each

Apples, as purchased	10 pounds
Water	$2\frac{1}{2}$ cups
Melted Butter	$1\frac{1}{4}$ cups
Sugar	3 or $3\frac{1}{2}$ cups
Salt	2 tablespoons

Wash apples, remove cores and cut into slices. Arrange slices in baking pans. Cover bottom of pans with water. Brush apples with melted butter, sprinkle with sugar and salt, cover. Bake in moderate oven at 350° F for 20 minutes. Remove cover. Increase temperature of oven to 400° F. Continue baking for 15 minutes or until apples are tender and lightly browned. Add more water as it evaporates.



Photo, American Institute of Baking

OVEN FRENCH TOAST

Yield: 48 servings, 2 slices each

Eggs, Beaten	$\frac{3}{4}$ quart (15 eggs)
Salt	4 teaspoons
Sugar, Granulated	1 cup
Milk, Whole Fluid	$\frac{1}{2}$ gallon
Almond Extract	4 teaspoons
Enriched Bread, Fresh	96 slices

Combine beaten eggs, salt, sugar, milk and almond extract. Dip each bread slice in egg and milk mixture. Arrange 24 slices on each well-greased bun pan (18 x 26 x 1 in.). Toast in a hot oven (500° F) for approximately 10 minutes, or until golden brown.

No need to turn toast if pans are placed on oven deck only. Dark or dull finish pans shorten baking time. Toast may be prepared in advance and reheated on order by returning to hot oven (450° F) for 5 minutes.

Serve hot with honey, sugar, preserves or maple sirup.

BAKED CORNED BEEF HASH WITH EGG

Use No. 8 scoop or $\frac{1}{2}$ cup measure to portion out hash in greased baking pans. Make a deep depression in the center of each portion. Place in oven heated to 350° F for 20 minutes, or until hash is lightly browned. Remove from oven. Place wide mouth funnel over the depression, break one egg, continue until each portion has an egg in center. Pour 1 teaspoon cream over egg. Return to oven, bake for 5 to 7 minutes, depending on how well cooked you like the eggs. Remove hash and egg from pan with pancake turner, serve at once.

POTATO OMELET

Yield: 1 Roasting Pan 17 by 26 inches or 50 servings, cut pan 6 by 9 portions

Potatoes, Cooked	$1\frac{1}{2}$ gallons
Bacon Fat	1- $1\frac{1}{2}$ cups
Eggs, Whole	$1\frac{3}{4}$ quarts (36 eggs)
Salt	3 tablespoons
Pepper	1 teaspoon
Milk, Hot	3 quarts

Slice cooked potatoes; brown in bacon fat. Place potatoes in roasting pans. Whip eggs, salt, pepper and hot milk until blended. Pour over potatoes. Bake (325° F) approximately 1 hour. Note: Serve with crisp bacon, using 6 pounds bacon.

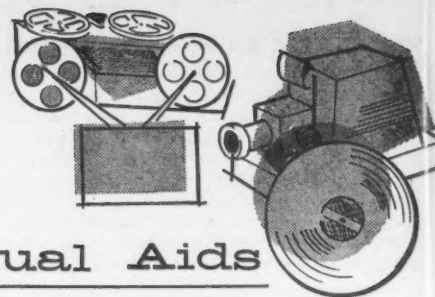
FRIED CORNMEAL MUSH

Yield: 50 servings, 2 slices each

Salt	2 tablespoons
Hot Water	2 gallons
Enriched Corn Meal	$9\frac{1}{2}$ cups
Cold Water	2 quarts (8 cups)

Add salt to hot water, heat to boiling. Combine cornmeal with cold water; add to boiling salted water, stir constantly. Cook, stirring frequently for 10 to 15 minutes. Pour into 8 one-pound loaf pans. Chill.

Slice, fry on lightly greased griddle. Serve with maple sirup.



Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W.
Washington 6, D. C.

Your Child's Intelligence

A color filmstrip which, with the accompanying 33 $\frac{1}{3}$ rpm record, runs 21 minutes and costs \$7.

Most parents have one thing in common regarding children and schools—they want to know about their children's intelligence. To teachers and administrators, this concern is expressed in the questions: What is Intelligence? How is Intelligence Tested? Are Intelligence and Talent the Same? How Are Test Results Used? Does IQ Change?

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Prepared primarily for showing to parent groups, the filmstrip indicates that "Many people still think of intelligence as something all of a piece—something that some lucky souls have a lot of while others have only a little. Research, however, has shown that intelligence is not one thing, but a combination of several different abilities tied up in a package that is labeled intelligence."

YOUR CHILD'S INTELLIGENCE, utilizing a new color-cartoon pictorial process, explores for parents the definitions of these abilities, what school personnel can do to discover them, and how,

through the interpretation of test results, an attempt can be made to develop each child to the utmost level of his potential.


Forms of Music: Instrumental

A 16-minute 16mm. sound film available in black and white (\$90) or color (\$165) with teacher's guide. This imaginative film visualizes most of the major forms of instrumental music using colorful animated drawings. Specially selected music by Bach, Hayden, Mozart, Beethoven, and other important composers illustrates the historical development of the sonata form, the classical sonata, the concerto, the symphony, and the tone poem as well as earlier forms of

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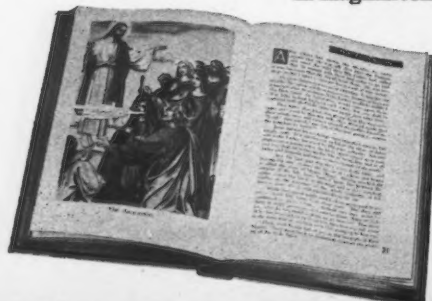
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Evaluation of AV Aids

(Continued from page 72)

music. It is designed for junior and senior high music classes but could be used below or above that level also.

The Mississippi River: Background for Social Studies

A 13½-minute 16mm. sound film with teacher's guide and available in black and white (\$75) or color (\$137.50). In it we board a houseboat and follow the river which, with its tributaries, forms a vast net of waterways linking great agricultural and industrial areas with important cities and ports. It emphasizes the river as a drainage basin for more than a third of the continent and indicates geographic, commercial, and historic influence on its adjacent lands.

Electricity: Principles and Safety

An 11-minute, 16mm. sound film, priced at \$60 for black and white and \$110 for color.

It is recommended for intermediate grades and junior high school.

This film stresses safety principles in dealing with electricity through explanation of scientific principles underlying electrical wiring, overloaded circuits, short circuits, and grounding. The film imbues healthy respect for potential dangers in electricity and increases knowledge of using its power.

William Tell

An 11-minute, 16mm. film for grades 1-6 in language arts and social studies. It costs \$60 for black and white and \$110 for color.

This animated, musically scored film tells the classic legend of William Tell who must shoot an apple from his son's head to save the boy and himself. It is presented in twelfth-century Swiss setting, and emphasizes concepts of freedom and independence as Tell refuses to be humbled before the tyrant Gessler.

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(Continued on page 75)

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Evaluation of AV Aids

(Continued from page 74)

pear in three different forms. They come in loose-leaf form in a portfolio (\$3.95 each), in a bound book (\$3.68), or in a filmstrip (\$3 to \$4). Eleven *Story Hour Books* for kindergarten and primary grades are also available. As an illustration of one of the social studies units, let us consider one representing a topic of study, at present very popular, namely Hawaii.

HAWAII is one of the many social studies units available. The 9 by 12-in. black and white pictures present maps and interesting scenes organized in logical sequence. In addition to the picture, each plate carries an attention-getting title and a brief explanation, the reading level of which is never difficult. When appropriate, the picture shows man actually at work in his natural environment. Usually these are close-ups satisfactorily highlighting the human element. Interspersed throughout the unit are occasional pages of more complete descriptive material. The unit on Hawaii consists of 48 plates each on durable stock.

FIELD ENTERPRISES EDUC. CORP.

Merchandise Mart Plaza
Chicago 54, Ill.

The publishers of the *World Book Encyclopedia* have available at an average cost of 25 cents each new illustrated units of work suitable for elementary and junior high schools. In each of these practical suggestions for developing the following steps in a unit are given: *Approaches*: a carefully organized outline of content to be covered with specific questions and pertinent information; *Activities*: appropriate and varied activities which aid learning and increase pupil interest; and *Culminating Activities*. Supplementing these are actual photographs and excellent diagrams of construction activities and experiments designed to clarify certain generalizations or illustrate specific phases of the subject matter concerned. Write for a list of units available.

Filmstrips are also available for helping students to make intelligent use of reference materials, especially encyclopedias.

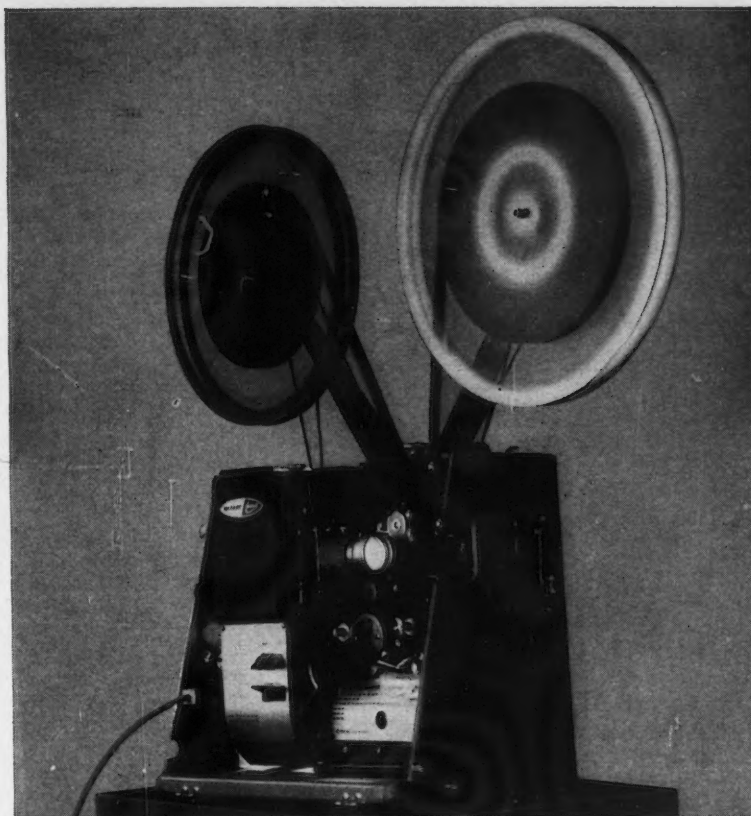
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Living With the Atom

LIVING WITH THE ATOM is a 27-minute, color, 16mm., sound film (\$220)

(Continued on page 76)



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Evaluation of AV Aids

(Continued from page 75)

geared to junior and senior high school, college, and adult levels. It is well organized and interestingly put together with careful explanation and picturization of the various ideas presented. The purposes of the film are to raise the level of scientific literacy for cultural development as well as the development of responsible and informed citizens in our current technological society. It

should also help to motivate students to follow scientific pursuits. Furthermore, as is true of the Moody Films in general, the major purpose of this film in addition to supplying scientific information is to present the wonders of nature as evidence of the existence of a Supreme Being. This, the producers hope, will balance the materialistic philosophy often associated with scientific ideas and to instill responsibility and reverence in the individual.

Living With the Atom shows that

there is tremendous energy in every bit of matter according to the new principle of the equivalence of mass and energy enunciated by Albert Einstein. A breath of air is equivalent to 200,000 gallons of high octane gasoline. The energy in the paper of a railroad ticket could power a train three times around the world. One pound of anything is equivalent to the burning of one and one half million tons of coal. We are on the threshold of a new era — the nuclear era.

With this preparation we peer into the cosmos with a new appreciation as we understand in some small measure the attributes of a Supreme Being unlimited in time and space and see afresh the challenge of our individual responsibility.



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A new series of films available from International includes the following:

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This 30-minute, 16mm., sound and color film (\$260) portrays changing concepts in architecture from ancient temples on the Nile to the towering skyscrapers of today and shows how they reflect the values of each age. The film illustrates the story of man's urge to perpetuate in stone and metal the pride and spirit of his day. It also illustrates how the influence of past centuries lingers in the glass and steel buildings of modern cities. Valuable for both secondary and college-level classes and for programs of film societies, libraries, and art museums.

The England of Elizabeth

This 26-minute, 16mm., sound and color film (\$225) carries the viewer back to the sixteenth century to the greatness and glory of the Elizabethan period. Views of the English countryside, art treasures, early maps, books, and architecture combine with narration rich in poetic imagery to make events and personalities of the era come alive. Produced by British Transport Films, London, England.

Visit to Cuba

Visit to Cuba is a 12-minute, 16mm., sound and color film (\$120) photographed and edited by Prof. Thomas E. Benner, University of Illinois. It offers a guide to a broad understanding of Cuban agriculture, urban life, and social conditions, and provides an insight into Cuban history dating back to Christopher Columbus.

(Concluded on page 78)

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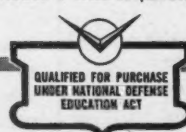
Model #WHD-A \$219.50



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Evaluation of AV Aids

(Concluded from page 76)

South America

South America is a 27-minute, 16mm., sound and color film (\$250) presenting an accurate reflection of that continent today. South American countries are shown in their efforts to establish order and sound economies against a background of medieval folkways. Elements of the "primitive" life are shown gradually yielding in the struggle toward a new era of industrialization and utilization of resources in underdeveloped areas. Symbolically, the film closes with the new jet planes of 1960 arriving in South America and the amazing new dream capital city of Brazilia, hacked out of the jungle itself. Produced by Julien Bryan.

Printing: Platen Press Makeready

Printing: Platen Press Makeready (15-minute, 16mm., sound and b/w film, \$95), is a printing and graphic-arts film for junior and senior high school, college, and adult classes. It shows the process of makeready from locking up the form to running the completed job. The film was produced and directed by David P. Barnard, in co-operation with the printing department at Stout State College.

Logarithms and the Slide Rule

Logarithms and the Slide Rule (240-minutes, 16mm., sound, \$795 complete series), offers an eight-part series of instructional films. Each film lesson is 30 minutes in length. Single lessons may be purchased for \$125 each.

AUDIO-VISUAL CENTER

Indiana University
Bloomington, Ind.

Films and Filmstrips Bibliography

A new bibliography, FILMS AND FILMSTRIPS ON GOVERNMENT AND POLITICS, has just been released by the Indiana University Audio-Visual Center. Listing more than 420 motion pictures and 17 filmstrips, the bibliography provides a handy guide to those who desire to broaden their understanding of government and politics.

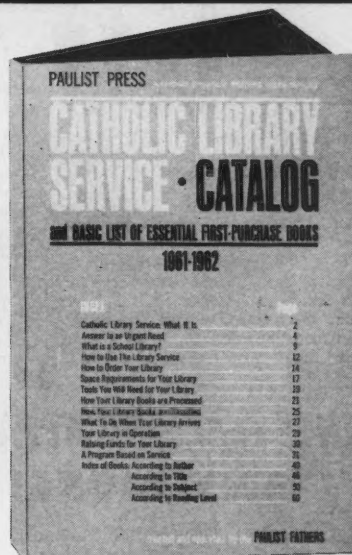
While primarily designed for adult study groups and adult education classes, these films and filmstrips will also be useful for high school and college government and social science classes. The bibliography gives a general description of each film and filmstrip and lists rental procedures.

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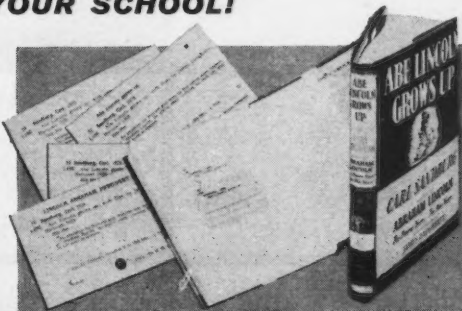
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News



(Concluded from page 18)

New Office Will Assist South America

A Latin American Secretariat for Academic Services will be established at Washington, D. C., to promote closer co-operation between the Catholic school systems of North and South America.

The new Secretariat will be headed by a Latin American priest to be named by the Latin American Bishops' Council. It

will have its headquarters on the campus of the Catholic University of America.

Cuban Seminarians Resume Studies in U. S.

More than 35 young men whose studies for the priesthood in the Archdiocese of Havana were interrupted by the Communist-controlled regime of Fidel Castro are being reassigned to seminaries throughout the U. S.

Liturgical Conference

The 22nd North American Liturgical Week was held, in August, at Oklahoma City. REV. FREDERICK R. McMANUS, professor of canon law at the Catholic University of America, was re-elected president.

Petitions were signed by delegates urging the Holy See to consider the adoption of English in the Mass.

A Handbook for Parents

St. Benedict School at Evansville, Ind., has issued an illustrated, printed handbook for the parents of its pupils. The members of the faculty, religious and lay, worked for a year in compiling the handbook and tried out the rules and suggestions during the next year before their publication. Each teacher served on a committee of his choice which prepared a specific section of the handbook.

CONTESTS AND SCHOLARSHIPS

Josephite Essay Contest

V. Rev. George F. O'Dea, S.S.J., superior general of the Josephite Missionaries, has announced an essay contest open to all seniors in Catholic high schools.

The topic of an essay of 800 to 1000 words in length is: What is Racism Doing to the Catholic Church in America Today? For students, the contest begins on November 2 and ends on December 7.

Five finalists will be chosen from each of five districts. From these, five winners will be chosen, each of whom will receive a \$1,000 scholarship to the college of his choice. Each of the remaining 20 finalists will receive a Remington standard typewriter.

The priests of St. Joseph's Society of the Sacred Heart, known as Josephite Fathers or Josephite Missionaries, work among the Negroes in 12 states and the District of Columbia.

For further details of the contest, write to: Rev. S. J. Mathews, S.S.J., The Josephite Missionaries, 1130 North Calvert St., Baltimore 2, Md.

Aid to Study Home Laundering

The Elaine Knowles Weaver Fund to assist worthy research or study of home laundering sponsored by the American Home Laundry Manufacturers' Association, has been announced by Claire G. Ely, chairman of the Association's board of directors and a vice-president of The Maytag Company.

Projects eligible for aid include educational research contributing to better home laundering techniques, better home management of laundry, better teaching of the subject, etc. Scholarships may be included.

The Fund is named in honor of Dr. Elaine Knowles Weaver, professor of household equipment in the school of home economics at Ohio State University.

Contributions to the Fund and inquiries may be addressed to: The Elaine Knowles Weaver Fund, % American Home Laundry Manufacturers' Association, 20 N. Wacker Drive, Chicago 6, Ill.

Scholarship in Library Science

The Catholic Library Association has announced a scholarship in library science for the academic years 1960-63, for graduate study toward a master's degree. The scholarship will give \$600 to the person chosen on the basis of ability and need. The recipient may enter the graduate library school of his choice. Application must be made by January 15, 1963. Address: Scholarship Committee, Catholic Library Association, Villanova University, Villanova, Pa.

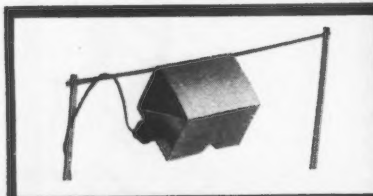
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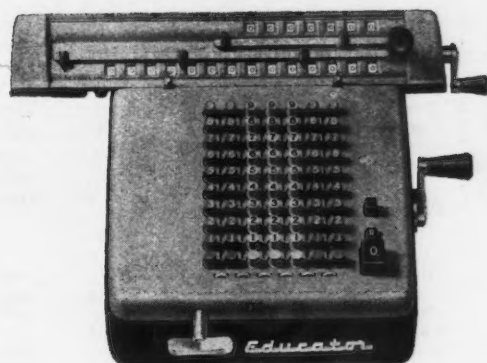
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FOR TEACHERS

Reading and the Psychology of Perception

By Hunter Diack. Cloth, 178 pp., \$6. Philosophical Library, Inc., New York 16, N. Y., 1960.

In this book the author critically examines in detail the orthodox answers to the question: How do children see words? In doing so he makes a critical survey of Gestalt theory, outlines the historical background of reading theory, gives an account of the careful observations he has made on the development of language and perception in children, surveys the situation today, and gives some constructive suggestions for the future.

The Child's World

By Frank J. Estvan and Elizabeth W. Estvan. Cloth, 315 pp., \$4.95. G. P. Putnam's Sons, New York 16, N. Y., 1959.

This book is about the way children view their social world: what they see when looking at a farm or factory, rich people or poor, a church or a capitol building. It is meant for all those who are concerned with children of elementary school age. It concentrates on one broad aspect of the child's world, its social aspect, and the authors use an ingenious projective technique to learn more about the way children perceive situations in which people are central.

Why? Because

By Jo Ann Stover. \$2.95. David McKay Co., Inc., New York 18, N. Y.

How many times have you been asked by a small child "Why?" and had to begin your reply with "Because." This little book may help to answer potential questions. Very appealing for the young child to read himself, and for the parent to read to the child.

Let's Enjoy Poetry

By Rosalind Hughes. Cloth, 297 pp., \$4.20. Houghton Mifflin Co., Boston, Mass.

Here is an introductory book to poetry for teachers of grades 4, 5, and 6. The poems have been grouped into seven sections — rhythm, refrain, two-part, sequence, three and more part, unison, and individual. Teaching suggestions are offered for individual poems throughout the book. Poems by great poets are included in this collection, such as John Keats, Robert Frost, Robert Louis Stevenson, Edna St. Vincent Millay, and others. This is a very interesting book, and will enable the teacher to introduce poetry in an appealing and interesting manner.

Bulletin Boards and Display

By Reino Randall and Edward C. Haines. Paper, 64 pp., \$3.75. Davis Publications, Inc., Worcester 8, Mass.

Here is a book that combines basic design with imaginative use of materials to give a new source for making bulletin

(Continued on page 83)

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NEW BOOKS

(Continued from page 82)

boards and displays which represent originality. It is written by teachers with a good background of public school and college teaching experience which will help you find the most unique and personal displays. This book is interestingly new, and it offers such a variety of information, including line, shape, color, texture, and space involved in your bulletin boards. There are nine chapters, each concerned with a different aspect of bulletin board make-up. There is also a chart for teachers, and sources for supplies.

RELIGION

What Catholics Believe and Why

By John Gilland Brunini. Paper, 351 pp., 50 cents. Dell Publishing Co., New York 17, N. Y.

Here is a book which is a guide for both Catholics and non-Catholics. Francis Cardinal Spellman, Archbishop of New York, has written the introduction. The book explains the facts of the Roman Catholic Church with separate chapters dealing with individual misconceptions which are involved in understanding the faith. This book, written in an informative manner, explains intelligently and clearly, in simple style the teachings of the Church, including those which are misrepresented.

History of the Missions

By Bernard De Vaulx. Cloth, 191 pp., \$3.50. Hawthorn Books, Inc., New York 11, N. Y.

Here is a story entailing the faith and tenacity of men and women who spread their beliefs throughout the world. It was the missionaries who taught the word of Christ, and the author carries their story through the evangelization of northern and western Europe, and then goes on to the story of the conversion of Eastern Europe and Scandinavia. The latter part of the book is concerned with the efforts in Africa and the Far East. This is an exciting adventure, as well as informative reading.

Interior Castle

By St. Teresa of Avila. Translated by E. Allison Peers. Paper, 235 pp., 75 cents. Doubleday & Co., Inc., New York 22, N. Y.

For those who are well acquainted with Teresa of Avila, this paperback edition of Allison Peers' translation needs no introduction. For those who have been unable to obtain a hardbound copy of the translation, here is an inexpensive edition. Do not let the price fool you. The contents are worth a great deal to your spiritual life.

The Soul of the Apostolate

By Dom Jean-Baptiste Chautard. Trans. by Thomas Merton. Paper, 270 pp., 85 cents. Doubleday & Co., Inc., New York 22, N. Y.

The original French edition of Dom Chautard's book received high praise from Pope Pius X, and Pope Benedict XV. Now in a highly readable translation, modern apostles, clerics as well as laymen, will find much doctrine and practical assistance which will enable them to be effective apostles. The simplicity of Dom Chautard does not make the practice of the interior

(Continued on page 84)



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NEW BOOKS

(Continued from page 83)

life easy, but his guide posts are unmistakable: without a sound interior life our labors will not bear much fruit. Highly recommended.

The Conscience of Israel

Pre-exilic Prophets and Prophecy. Cloth, 308 pp., \$5. Sheed & Ward, New York 3, N. Y.

This fresh study of the prophets of the eighth and seventh centuries before Christ provides a scholarly survey of the entire role of prophecies in the story of the Israelites. The lives and the messages of the eight prophets are accurately told.

The accounts are written against the conditions of the times and finally take into account the place of prophets in the surrounding pagan countries of the Near East.

The Mystery of God's Love

By Dom Georges Lefebvre, O.S.B. 146 pp., \$3. Sheed & Ward, New York 3, N. Y.

Here is a book written in a very clear and simple manner, easy to understand and comprehend. This spiritual writing involves God's quest for man and the undying love he showers to the entire human race. Dom Lefebvre explains why the life of a Christian can be understood only as a life of love. This is an excellent book to be used for spiritual meditations as well as for enjoyable reading.

SOCIAL STUDIES

Life Pictorial Atlas of the World

Cloth, 600 pp., 440 in color. Publication price, \$30. Time, Inc., and Rand, McNally & Co., Chicago 60, Ill.

The editors of *Life* have combined with the technical editorial staff of Rand, McNally & Company in the preparation of this fully illustrated atlas of the world. While the book is primarily addressed to home users, school and library reference values have not been forgotten. The editors of *Life* have provided a dramatic quality in photographs, paintings of global views, color diagrams and charts, which represent hitherto unthought of imagination applied to the known facts of the universe, of the sun and the planets, and our earth. The Rand McNally editorial staff has provided the factual information about each of the hemispheres and countries of the world and has concentrated strongly on the 50 states of the United States. Political data are brief but comprehensive as are the accounts of the physical characteristics, resources, climate, and population of several continents and countries. The sections devoted to Asia and Africa represent particularly new insights and remove from the hazy understanding of most people, the indefiniteness which has up to the past decade, surrounded these far-off places.

The book should develop in boys and girls a new love for geography and the wonders of God's universe. The richly colored pictures, the fully detailed maps, and the latest 1961 data on places and populations make the book real evidence of the growth of American scholarship and publishing ingenuity in atlas making.

Catholic Viewpoint on Over-Population

By Anthony Zimmerman, S.V.D. Cloth, 214 pp., \$3.50. Doubleday & Co., Inc., New York 22, N. Y.

This book is the mature work of a scholar who has studied the problem of over-population during many years of work and teaching in Japan, where the population problem is considered difficult. In broad lines the book discusses the worldwide and the several national situations and their sociological, economic, and cultural implications in the light of Christian principles. The author emphasizes the view of the Catholic Church that basic resources are not lacking, but that political and social reforms and better relations among the countries are needed to overcome the inequalities in the supply of the world's goods. Nowhere, he holds, is there a need for a drastic birth-prevention program. The statistical arguments of the alarmists have been proved illogical because the nations where explosive growth has occurred have always found means of solving the problems of added food, better conditions of living, and genuine growth in human dignity. In a very human aside, the author says that it is God's responsibility to provide for the people of the world so long as He continues to allow them to be born and live. And He will do so.

The Long Adventure

By Franze Weyergans. Cloth, 134 pp., \$3.50. Henry Regnery Co., Chicago, Ill.

This is a book written to show what happiness is possible for married couples.

(Continued on page 86)

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NEW BOOKS

(Continued from page 84)

The author is the father of five children and the founder of one of the first Christian family movements in France and Belgium.

There can be no doubt about the happiness the author has experienced in his own married life. However, the almost poetical, lyrical, style will undoubtedly confuse the American reader momentarily, but he should not refuse to finish the book.

It is unfortunate the book was not a bit less expensive and thus find a wider market among the CFM in the country. The members are not always able to afford a book at this price. This is particularly

true of books which they might otherwise pass on to others outside of their immediate circle. — *William Straub.*

The Catholic Concept of Love and Marriage

Edited by Ralph L. Woods. Cloth, 285 pp., \$3.95. J. B. Lippincott & Co., Philadelphia, Pa.

There are 124 authoritative selections by 70 contemporary and earlier Catholics in this book. The book is divided into four sections: Love and Marriage; Husband and Wife; Parents and Children; The Family.

The writers include Jacques Maritain, Francois Mauriac, Father Daniel Lord, Pius XI, Pius XII, St. Thomas Aquinas, F. J. Sheed, Charles Hugo Doyle, Dr. Rob-

ert P. Odenwald, Dr. Alexander Schneiders, and Leo XIII. Monsignor De Blanc, Director, Family Life Bureau, National Catholic Welfare Council, has written an introduction.

Naturally an anthology will not please everyone, but Mr. Woods has done a good job. The publisher would do well to note a few typos, especially in the table of contents. — *William Straub.*

Together Toward God

Translated by Paul Barrett, O.F.M., Cap. Cloth, 260 pp., \$4.75. The Newman Press, Westminster, Md.

Here is a book whose aim is "to help and encourage parents to fulfill their responsibilities as religious educators in the family more effectively."

It is interesting to note that this book was thoroughly tested and tried before it was written. Beginning with "The essentials of religious formation in the home," and continuing through the various stages of religious growth, based on the age of the children, the last four chapters include "Religious formation in the family circle," "The Liturgy in the family life," "The Sacraments of adult life" and "The role of the family in the Church."

This is a unique book, for it is the setting down of the efforts of laymen and the clergy who have sought to fulfill more completely their role as religious educators of the young; in the case of the latter, their own children.

The pertinent examples, actual experiences, and practical suggestions will serve as a guide. The authors do not intend that all contained herein be slavishly followed. The realize that each family must make necessary adaptations.

This may not be "the last word," but there can be no doubt about the worth of this practical guide for parents. — *William Straub.*

The Kennedy Circle

Edited by Lester Tanzer. 313 pp., \$4.75. David McKay Co., Inc., New York 18, N. Y.

Here is a book which explains the entire circle of men who run our national government under President John F. Kennedy. It will be of vital interest to anyone who has an inquiring mind along the line of politics.

The book is divided into two parts: the first part, "The White House" discusses four aspects of government and the men concerned with this phase of political life; and the second part, The Cabinet, deals with the men who make up this phase of government. It is the story of each of the men of the Cabinet, each resumé giving information as to their particular ideas, their record before coming to Washington, how they will be able to operate under Washington's politics, and various other aspects of their lives.

After reading this book, the reader will be able to judge for himself what type of government leadership the people of the United States can expect from the President and his "hand-picked" men.

Conquest of the Great Northwest

By Lauran Paine. Cloth, 194 pp., \$3.95. Robert M. McBride Co., Inc., New York, N. Y.

This is a book about the settling of the Oregon territory. It covers the period from about 1803 to 1858. The subject matter is quite interesting and there are a number of pages of good illustrations. However, the



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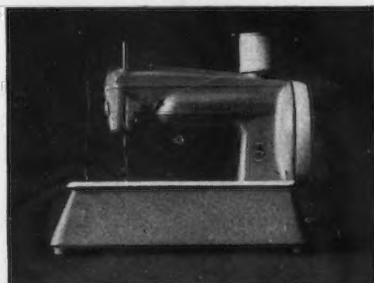
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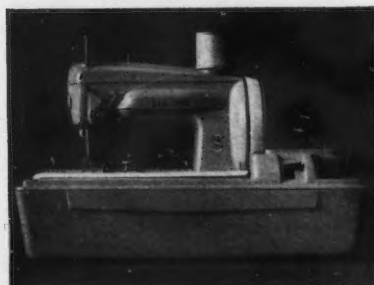
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NEW BOOKS

(Continued from page 86)

writing, book design, and printing are not top quality. The writing is wordy and lacks polish, the design is pedestrian, and the printing lacks professional care. The page numbering is wrong; the first folio to appear is numbered 7, while a count reveals it should be page 5. The index is jambed backwards into the text. — *Bruno B. Wolff, Jr.*

Consumer Buying for Better Living

By Cleo Fitzsimmons. Cloth, 546 pp. John Wiley & Sons, Inc., New York, N. Y.

Here is a book which examines the aspects of economic theory that are related to the buyer in the use of obtaining consumer goods.

It is divided into two main parts. It first considers the theoretical and observable aspects of the economic system, and the other topics of importance to the consumer, such as production, demand, and organizations that provide consumer information and protection.

The second half of the book deals with the problems and procedures of consumer buying for nine classifications of goods.

The vocabulary and terminology used in the book is that of basic economics; however previous economics is not necessary, since the book supplies the element of theory involved in consumer buying.

Social and Economic Frontiers in Latin America

By Harry Stark. Cloth, 421 pp., \$7.25. Wm. C. Brown Co., Dubuque, Iowa.

This book outlines the backgrounds of our neighbors of Latin America. The author discusses current happenings, social and economic conditions, and long-term trends in the southern nations. The book is prepared as a college text, but it is also recommended by its author to the lay reader, "the businessman with present or prospective interests in Latin America." It portrays the southern countries, among them Venezuela, Columbia, Argentina, Brazil, and Ecuador. This is a lengthy, informative text, which should lead to an understanding of modern Latin America.

ENGLISH

How to Report and Write the News

By Laurence R. Campbell and Roland E. Wolsley. Cloth, 592 pp., \$10.60. Prentice-Hall, Inc., Englewood Cliffs, N. J.

Here is a modern approach on a subject which is becoming more and more widespread every day. It covers all new media — radio, television, newspapers, consumer magazines, and business and other specialized publication. Along with each, the book offers different techniques of news reporting and writing appropriate for each. There are comments in each chapter on the legal, ethical, and social considerations involved in the specialized reporting in such fields as government, politics, education, the arts, health, science, and crime. This will be a most beneficial book to both prospective and professional newsmen.

The Synonym Finder

By J. I. Rodale and others. Cloth, 1395 pp., \$7.95. Rodale Books, Inc., Emmaus, Pa.

(Concluded on page 89)

NEW BOOKS

(Continued from page 38)

A book of synonyms should be comprehensive and easy to use. The authors of this new writers' companion set for themselves the task of compiling a book which would surpass others on the market in these two respects. They have placed the synonyms for each word listed all in one place, under the word for which one is seeking a synonym. Where there are various classifications of meaning in the synonyms, the commonest, most literal, and most modern meanings are in a first paragraph, and other classifications follow in numerical order. And the authors state explicitly that they have compiled many more synonyms than are contained in any other book.

SCIENCE

The Encyclopedia of the Biological Sciences

Edited by Peter Gray. Cloth, 1119 pp., \$20. Reinhold Publishing Co., New York 22, N. Y.

Here is a clearly presented survey for expert and layman, which covers the entire field of the biological sciences—in more than 800 articles by outstanding experts from more than 30 countries. It is in encyclopedia form, with lengthy and detailed definitions and descriptions. This will be found to be useful to the high school or college student, taking any of the biological sciences, as a supplement to their textbook. It explains aspects of the science which are not discussed in as much detail in their text or classroom. Scientists will find an abundance of information in this one-volume work. It makes available to professional biologists, teachers, and anyone else, an integrated and authoritative aid to their work and interests.

(Concluded on page 91)

SEPARATE CLASSIFICATION FOR "KING OF KINGS"

The MGM film "King of Kings" has been given a Separate Classification by the National Legion of Decency. This classification is given to certain films which, while not morally offensive in themselves, require some analysis and explanation as a protection to the uninformed against wrong interpretations and false conclusions. The Legion's comment says:

"While acknowledging the inspirational intent of this picture, the poetic license taken in the development of the life of Christ renders the film theologically, historically, and scripturally inaccurate."

Rt. Rev. Msgr. Thomas F. Little, executive secretary of the Legion, calls attention to a danger to the faith of young people who would view this film. And he refers to efforts on the part of the MGM sales force to offset the Legion's Separate Classification by soliciting support for the film from priests, religious, and Catholic educators. Msgr. Little says:

"Because of the serious potential harm of this film to the faith of young people we believe that priests, religious and Catholic educators should be discouraged from attending special screenings of the film. Needless to say, reduced-priced tickets should not be made available to Catholic youth through the co-operation of Catholic school authorities."



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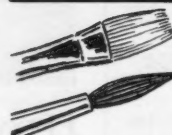


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NEW BOOKS

(Concluded from page 89)

The Natural History Library

This new publishing venture sponsored by Doubleday Anchor Books in collaboration with the American Museum of Natural History has an admirable purpose: to make available in inexpensive paperback format some of the more important and valuable works that have appeared in the biological, geographical, and geological sciences. The titles included in the series are intended to offer, in particular, worthwhile supplementary reading for high school and college students. For the most part, the 14 titles included in the first group of books released for the series (these will be listed below) seem to achieve this purpose adequately.

Yet two of the titles included, Homer W. Smith's *From Fish to Philosopher* and William Beck's *Modern Science and the Nature of Life*, cause serious concern and raise doubts about the judgment exercised by the publishers and the board of directors responsible for selecting volumes that will serve the purpose of the series. The reason for this judgment is based on the fact that both these titles explicitly reject, and reject as *rationally absurd*, any propositions which profess to express true judgments concerning objects that are not susceptible to empirical verification, that is, any propositions regarding such objects as God, human freedom, the spirituality of the soul, etc. Why do Drs. Smith and Beck attack so emphatically the rational grounds at the basis of judgments concerning topics of this kind? The reason lies in their own complete acceptance of modern analytic philosophy. For the analytic philosophers, whom Smith and Beck regard as the only genuine philosophers, any statement that cannot be verified in an empirical fashion is meaningless. And by empirical fashion, the analysts mean that, for a statement to have meaning, it must be able to predict some future event which can be in some way measured in quantitative terms and expressed in a mathematical formula. Thus the logical analysts, and with them Smith and Beck, conclude that statements concerning objects that cannot be thus measured are "basically rooted in emotion, hope, and fear" (*Modern Science and the Nature of Life*, pp. 174-175). "Metaphysical" questions are thus shrugged off as purely imaginative elaborations and fabrications. Although this is not the place to offer an extensive defense for metaphysical, that is, transempirical judgments, it may be observed that the very statement of the logical analysts in which they reject all metaphysics as meaningless is itself not capable of empirical verification and thus, on their own criterion of the truth-value of a statement, meaningless.

The reason why the inclusion of these two books raises such concern is this. Most people, in particular the high school students for whom the titles in this series are intended, are inclined to accept uncritically the statements found in so-called authoritative books, especially if the author happens to be Professor at Harvard. Thus the biases of the author and the sloppy scholarship he displays (evidenced in Beck's case by his completely false statement regarding the rationalism of the medievals and of the seventeenth-century "rationalists" on pages 30-31) pass unnoticed while his dogmatic pronouncements are accepted. The board

of directors at the American Museum of Natural History and the editorial staff of Doubleday Anchor Books have the obligation to take such factors as those raised here into consideration in the selecting of works for inclusion in their admirably conceived series. To fail to do so is to abdicate their responsibilities and to assist in the brainwashing of unsuspecting youth by authors who have failed to subject their basic assumptions to a critical test.

The titles included in the series, in addition to the works of Smith and Beck, are: *Horses* by George Gaylord Simpson, *John and William Bartram's America*, ed. by Helen Gere Cruickshank, *The Ocean Island* by Gilbert C. Klingel, *Shearwaters* by R. M. Lockley, *White Waters and Black* by Gordon MacGreagh, *The Wandering Albatross* by William Jameson, *Dwellers in Darkness* by S. H. Skaife, *The Exploration of the Colorado River* by John Wesley Powell, *The Mountains of California* by John Muir, *John Burroughs' America* ed. by Farida A. Wiley, and *The Pacific Islands* by Douglas L. Oliver. —William E. May.

Introduction to Electronics

By Robert J. Hughes and Peter Pipe. Cloth, 430 pp., \$3.95. Doubleday & Co., Inc., New York 22, N. Y., 1960.

This book is for the person who wants to gain an understanding of electronics, either as a prelude to advanced study or as a matter of intelligent interest. The principles set forth in this book are in terms of radio communication, and are valid in every application of electronics.

MISCELLANEOUS

1962 Educators Guide to Free Tapes, Scripts, and Transcriptions

Ed. by Walter A. Wittich, Ph.D., and Gertie Hanson Halsted, M.A. Paper, 211 pp., \$5.75. Educators Progress Service, Randolph, Wis.

Eighth edition for use during the 1961-62 school year. The book contains, 508 titles, of which 139 are new for this edition. It is a finger-tip reference for up-to-date, free educational audio and script materials. Descriptive material is complete and concise.

Educators Guide to Free Films

Edited by Mary Foley Horkheimer and John W. Diffor, 636 pp., \$9. Educators Progress Service, Randolph, Wis.

Here is a guide which lists 4339 titles of films. It includes the sizes and types of films, dates of release, terms and conditions of loans, and the names and addresses of agencies. Education, informational, and entertainment films are all offered without cost of rental fee.

The Arithmetic of Computers

By Norman A. Crowder. Cloth, 478 pp., \$3.95. Doubleday & Co., Inc., New York 22, N. Y., 1960.

This is a Tutor Text—a book written by a new technique developed through recent advances in automatic teaching methods. It is designed to provide the reader with a useful understanding of the number systems used in electronic computers. Mastery of this material requires only a knowledge of basic arithmetic.

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all three popular speeds — $7\frac{1}{2}$, $3\frac{3}{4}$, and $1\frac{1}{2}$ in. per. min. It employs push-button controls, plus a new record-play lever which prevents accidental tape erasure. A 3-positioned microphone is included for hand, table top, or lavalier use. The polypropylene plastic case is scuff resistant. The tape recorder measures $7\frac{1}{2}$ by 13 in. by 14 in., and weighs 21 lb.

(For Further Details Circle Index Code 0240)

NEW BOOK CHARGING SYSTEMS

Two new "charge-out" systems developed by Bro-Dart Industries, Newark, N. J., greatly simplify the clerical duties of librarians. Both mechanically or electronically record charge-out information. The "Brodac" system makes an immediate visible, full-size copy of the book's author,



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and title, borrower's name and address, transaction number and date. Each charge record is automatically cut into individual slips that stack in numerical sequence into a handy drawer. The compact "Sysdac" machine fits any library desk and charges books to borrowers in less than $\frac{3}{4}$ of a second. The borrower's card with an embossed metal plate of his name and address is stamped onto the book card in file. The systems are part of a new line of library furniture and equipment by Bro-Dart, including contemporary tables, shelving, book carts, and an electric eraser.

(For Further Details Circle Index Code 0241)

MODEL KIT OF TELEPHONE

Science Education Products Co., Redwood City, Calif., offers a new kit for elementary grade students, that demonstrates the operation of the telephone. The kit includes telephone receiver, carbon granule microphone, 35 ft. of duplex wire, telephone lead, lamp and socket, carbon granules in container, carbon rod micro-



Shows Operating Parts

phone, battery holder, and complete instructions. The microphone and receiver transmit voice clearly and accurately, and can be disassembled to show the operating parts. Write for information on this and other SEPSCO science teaching models.

(For Further Details Circle Index Code 0242)

DUSTLESS CHALK

E-Z-Syte polychromatic dustless chalk, is a recent development of Binney & Smith Inc., the Crayola makers, of New York 17, N. Y. The chalk has an optimum content of calcium carbonate. The mellow gold color affords maximum legibility and erasability. The sticks are divided into either sleeves or tuck boxes in the container, a packaging style that eliminates sawdust and reduces breakage.

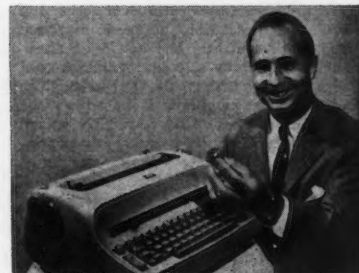
(For Further Details Circle Index Code 0243)

PERMAPEX CRAYONS can be used to mark chalkboards with permanent charts and graphs. Chalkmarks can be erased over the charts, but the charts will remain until they are erased with a special solvent. A set of four crayons (red, white, yellow, or blue) comes with a supply of powdered Removo compound. An instant liquid solvent is also offered. The Apex Permanent Crayon Co., Youngstown 4, Ohio, also makes plastic templates for marking chalkboards for graphs, or pages from journal ledgers or shorthand notebooks. Send for illustrated price sheet.

(For Further Details Circle Index Code 0244)

NEW ELECTRIC TYPEWRITER

An electric typewriter, without type bars or movable carriage, is the new IBM "Selectric," by International Business Machines Corp., New York 22, N. Y. The



Spherical Typing Element

typewriter types by means of a single sphere-shaped element bearing all alphabetic characters, numbers and punctuation symbols. The need for type bars has been eliminated. The new design offers flexibility of type styles since the sphere-shaped element may be easily replaced by the typist with another type style in a matter of seconds. Six type faces are available. The Selectric is available in two sizes to handle paper 11 or $15\frac{1}{2}$ in. wide. Other features are a "selective stroke storage system" and a ribbon cartridge.

(For Further Details Circle Index Code 0245)

LOCKER SECURITY is promised by a new built-in, self-locking combination lock for lockers made by Master Lock Co., Milwaukee 45, Wis. The No. 1630 lock features a pushbutton device for setting pre-assigned combinations when the proper control key is inserted and turned. All combinations changes have been conveniently pre-recorded on a factory chart for the convenience of administrators. Large knob makes combination dialing easy.

(For Further Details Circle Index Code 0246)

AN 8-FT. WIDE SCREEN for showing CinemaScope and wide screen pictures is offered by Da-Lite Screen Co., Inc., Warsaw, Ind. The portable Cine-King screen has the "White-Magic" glass beaded surface and rugged tripod legs of heavy gauge, extruded aluminum. It rolls up into a rigid octagonal case for storage.

(For Further Details Circle Index Code 0247)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



Val Dubreuil brings 7 years experience to Massachusetts schools. Today he calls on the Falmouth School System.

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CUTS DUST, PROTECTS FLOORS. Dubreuil explains how Super Westone® eliminates dust and germs. Phys. Ed. Director Mills (right) surprised to discover it enhances floor finish, won't discolor. "Twice as fast with 2 mops," says Head Custodian Souza, who uses it on all floors—gym, hallway, classroom.



FASTEST WAY TO KILL GERMS. Antonio Souza learns germ killing short cuts with hospital-proved Wesco-dyne®. Powerful germicide cleans as it disinfects, cuts germ count in washrooms, lockers, classrooms.



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A technical expert like Val Dubreuil can analyze your requirements, help you get more for your maintenance budget. He's experienced at solving problems with an efficient West Maintenance Program. He works with your staff — gives free instruction, free supervision and free periodic follow-up.

He can guarantee improved appearance and higher sanitation standards . . . and show you how to *reduce* maintenance costs! For full information write your nearest West office or West Chemical Products, Inc., 42-16 West St., Long Island City 1, N. Y. In Canada, 5621-23 Casgrain Ave., Montreal.

*America's foremost
specialists in
school sanitation
and maintenance*



New Supplies

(Continued from page 92)

SMALL SCHOOL BUS

The Chevrolet Step-Van is a small school bus that seats up to 16 adults or 20 children. The versatile vehicle can be used for student field trips, transporting athletic teams, and other special purposes. It features two rows of seats, a wide rear door opening with bumper step platform, and a front loading door. The Chevrolet Motor division of General Motors Corp., Detroit 2, Mich., also offers a new Suburban Carry-all accommodating from 8 to 12 pupils, as well as several improvements in its 1962



Has Two Rows of Seats

chassis line for standard size school buses. Send for full details.

(For Further Details Circle Index Code 0248)

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with
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Fund-Raising Without Fuss!

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☐ Please send complete details on a
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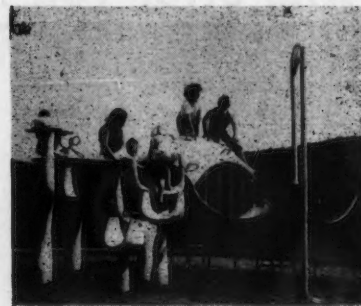
City _____ Zone _____ State _____

KID-O MODELING COMPOUND, made by Climax Industries, Cleveland 2, Ohio, is now available in a new Jumbo size, two lb. can. Arts and crafts projects made with the yellow modeling dough can be painted when dry or decorated with crayons, oil or water colors. They can be sprayed with any fast-dry coating for maximum permanency. Send for price information.

(For Further Details Circle Index Code 0249)

FOR COMPACT PLAYGROUNDS

Playscapes combine economy and safety with sculptured design in a new concept of child-scaled recreation. The packaged playgrounds are available from Playground Corp. of America, New York 22, N. Y. The school has a choice of 32 playground devices, all of which have been "play-tested" in different locations. The equipment appeals to a child's imagination with such devices as wiggle wall, wing ding, ring dings, cat's cradle, crow's nests, cliff



For Imaginative Play

climbers, etc. There are no hazardous moving parts and no item is more than 5 ft. high. A typical play area can be designed to occupy 50 sq. ft., a 75 per cent saving of playground space. The equipment purchase includes a site plan, specifications, and installation instructions. A planning service is available.

(For Further Details Circle Index Code 0250)

SIMPLE MACHINES SCIENCE KIT by Beckley-Cardy Co., Chicago 39, Ill., can help the elementary teacher dramatize the mechanical advantages of levers, wheels, pulleys, inclines, etc. It includes equipment for more than 15 demonstrations and complete instruction in a Teacher's Manual. Send for details.

(For Further Details Circle Index Code 0251)

AUTOMATIC FIRE DOOR

If a fire were to start in a building, this new door would automatically close when the temperature reaches 160°, a temperature low enough to be sensitive at the early stages of a fire. The "brain" behind the door is a heat-sensitive metal link that releases a tension spring, closing the door. This door is available from Fenestra, Inc., Detroit, Mich. Its built-in safety feature could save lives and property in all types of public buildings, particularly if the doors would close off a fire from open corridors and stair wells.

(For Further Details Circle Index Code 0252)

— Just Published —

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Help your student **WRITE** right! Through writing, students review grammar and vocabulary while developing skills in simple-to-complex compositions.

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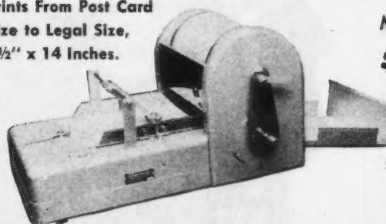
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Black or Chrome steel legs

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... for
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No. 3201 ARM CHAIR
Black or Chrome steel legs



No. 3101 SIDE CHAIR
Black or Chrome steel legs

Curved and shaped to body contours, Krueger's Fiberglass chairs help raise the standards of seating comfort — add colorful warmth and beauty to any room setting. You can tell a Krueger chair by its rich, smooth finish — free from seat "bumps", because the leg attachments are molded-in as an integral part of the one-piece fiberglass body. These chairs offer seating flexibility, too, because you can stack or gang them (Model 3001) . . . and mix or match their softly hued decorator colors of Sand Beige, Shell Coral, Evening Gray, Turquoise and Parchment.

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Krueger Fiberglass is virtually indestructible, is color permanent and cleans like new. The strong tubular steel legs are wobble-free and built to last a lifetime! In short, these chairs are terrific . . . and priced far below what you'd expect to pay for such permanized quality.

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actual Fiberglass colors.



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New Supplies

(Continued from page 94)

SCIENCE OF THE UNIVERSE, Group III, is a series of 12 colored wall charts, each 54 by 44 in., by Denoyer-Geppert Co., Chicago 40, Ill. The 12 charts, which come with various kinds of mountings, cover such topics as: space, the moon, the solar system, meteors and comets, the sun and other stars, constellations, depths of space, tools of the astronomers, rockets and satellites, space travel, our life in other worlds. Send for price information.

(For Further Details Circle Index Code 0253)

WIDE FIELD MICROSCOPE

Valuable accessories and teaching aids are offered free by Testa Mfg. Co., El Monte, Calif., to introduce its special Wide-Field Model A Microscope to elementary schools. According to the manufacturer, this instrument is especially designed to make science teaching easy in elementary schools. No



For Easy Focus

slides are required. The pupil simply places any insect or specimen on the large stage and focuses. The microscope is simple to use, easy to focus, and unbreakable. If a school purchases 10 Wide-Field Microscopes, the company will also include pen-light attachments to "spotlight" specimens, a mobile cart to move microscopes from room to room, plus instruction manuals, teaching chart, and photomicrographs. Send for details.

(For Further Details Circle Index Code 0254)

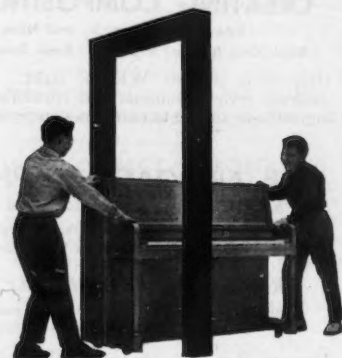
MULTIPLE SHOWERS

The Bradley Washfountain Co., Milwaukee, Wis., has introduced four and six-person column showers for schools and institutions. The advantages of the units are savings in floor space, economy of water use, and reduction in installation costs. Only three plumbing connections are required for each shower unit. The units are shipped completely assembled except for a drain fitting. The showers are of stainless steel, bonderized to prevent corrosion and finished in baked gray enamel or optional colors. They come in three heights: standard, intermediate and junior. Partitions are available for the showers.

(For Further Details Circle Index Code 0255)

**CORRESPONDING CODE INDEX NUMBERS
TO BE ENCIRCLED CAN BE FOUND ON THE
CARDS IN THE READER'S SERVICE SECTION**

movable



durable



lovable



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NEW ART MATERIAL

A versatile new art material called Paris-craft has been developed by Johnson & Johnson, makers of surgical dressings. This high-strength surgical gauze has a thin coating of plaster of Paris. Simply by cutting and wetting, it can be molded to any shape. It dries in minutes, and can be painted immediately or filed, drilled and



Can Be Molded, Painted

sanded without chipping. Lightweight, strong, and extremely workable, it requires no mixing, measuring or weighing, and a minimum of clean-up time. Distributed by the J. L. Hammett Co., Union, N. J., Paris-craft comes in a 20 lb. carton of individual rolls, 5 in. wide by 5 ft. long. One carton is an ample supply for the average class.

(For Further Details Circle Index Code 0256)

KIT SIMPLIFIES ELECTRONICS

Science students can see, hear, and understand what electronics is all about with a new educational aid developed and produced by The Torsion Balance Co., Clifton, N. J. Designed by a high school science teacher, the new Torbal Electronic Apparatus contains diode and triode circuit

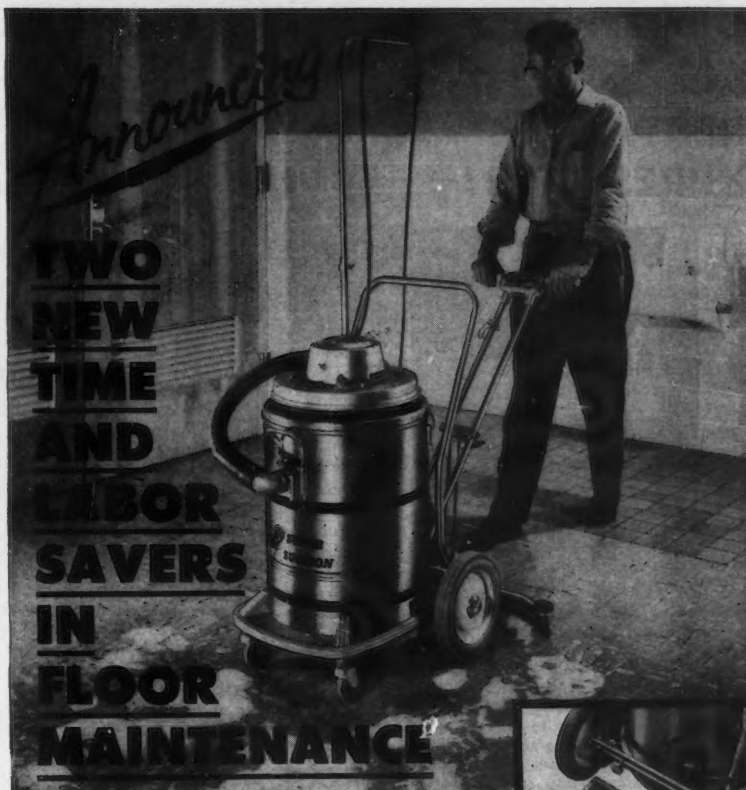


With Teacher's Manual

boards, two large-scale tube models, a vacuum-tube electroscop, target and hot-plate electron emitter, and a substitute oscilloscope. Complete instructions and classroom-tested lectures are included. This kit is one of several new science teaching aids designed to provide clear insight into the theory of gravity, solar radiation, optics, and other physical laws.

(For Further Details Circle Index Code 0257)

(Continued on page 98)



SAVE all that labor and time you would spend attaching and removing a squeegee attachment to a heavy duty suction cleaner.

SAVE all the effort and time you would spend keeping the suction cleaner cord out of the work area. Super now provides 2 long-desired, new, exclusive features.

① For massive scrub water pick-up you can attach or detach the big Super Squee-Zee 30 floor drying attachment to a Super Model BP-2 or RS-1 heavy duty suction cleaner in ten seconds without any tools—just hands.

② The new, exclusive Super Cord Control Mast keeps the cord out of the way at all times, permitting the operator to maneuver the cleaner freely without stopping to pull the cord away from the path of the machine.

Guide wheels mounted on the ends of Super Squee-Zee 30 blade unit permit free use of the Squee-Zee 30 close to walls and other surfaces without damage or slow-down in operation.

The new Super Squee-Zee 30 provides an extra large suction chamber that will handle wet pick-up as fast as the operator can walk, leaving a 30" swath of perfectly dry floor—no streaks, no wet spots, no wheel marks.

Makes your regular Super suction cleaner a big volume floor drying machine at small cost. Dries up to 26,000 sq. ft. per hour.

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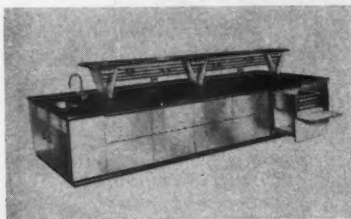
Write for new idea sheets.
Dept. CJ-107



THE AMERICAN CRAYON COMPANY
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LABORATORY EQUIPMENT

Metalab Equipment Co., Hicksville, L. I., N. Y., has introduced "Style-Scope" and "Mobilescope" series of laboratory wall and center tables. Style-Scope units glide



Wall and Center Tables

on concealed rollers. Extruded finger-tip control bars replace drawer handles. Removable plastic trays replace drawers. The portable Mobilescope units are ideal for preparations laboratories or for converting lecture and conference areas into semi-laboratories. Eight different unit inserts contain tray, compartment or bin-type storage areas.

(For Further Details Circle Index Code 0258)

CATALOGS AND BOOKLETS

A special 78-page catalog on food service equipment and supplies for school lunchrooms, cafeterias and dining rooms is offered by the **Edward Don & Co.**, Chicago 8, Ill. Send for a free copy.

(For Further Details Circle Index Code 0259)

"Audio-Visual Guide to Better Projection" is an informative and authoritative handbook that emphasizes the importance of properly using projection materials for educational purposes. A free copy may be obtained from local Radiant distributors or from **Radiant Mfg. Corp.**, Morton Grove, Ill.

(For Further Details Circle Index Code 0260)

An all new, special manual contains specifications and installation data on football floodlighting. Send for a copy from the **Benjamin division of Thomas Industries, Inc.**, Louisville, Ky.

(For Further Details Circle Index Code 0261)

A new choir robe color catalog has just been published by the **Collegiate Cap and Gown Co.**, Champaign, Ill. Send for a free copy.

(For Further Details Circle Index Code 0262)

Allied Radio Corp., Chicago 80, Ill., announces its 444-page, 1962 general catalog, featuring a large selection of electronic parts and equipment for use in schools, laboratories, and shops. The catalog announces a new credit fund plan for customers. Write for a free copy.

(For Further Details Circle Index Code 0263)

The topic of oral testing in a language laboratory is considered by Prof. J. Ferrigno, of the University of Massachusetts. A copy of the brief folder is available from **Thompson Ramo Woolridge, Inc.**, Englewood Cliffs, N. J.

(For Further Details Circle Index Code 0264)

"Apparatus and Chemicals Catalog for Secondary School Laboratories" is available from **Fisher Scientific**, Pittsburgh 19, Pa. Write for a copy of this purchasing guide.

(For Further Details Circle Index Code 0265)

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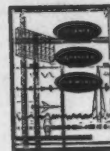
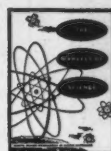
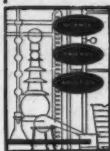
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Deodoroma ROUNDS cost in use averages only a fraction of one cent a day. Rounds are formed under 70,000 pounds pressure: are dense and durable. Fragrance is locked in: lasts until the last particle has vaporized—there's no harsh "moth cake odor." Packed eight to the telescoping box—each Round sealed airtight—easy-to-shape Holzit wire holder in every box. For literature write to The C. B. Dolge Company, Westport, Conn.

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